DOCUMENT RESUME

ED 039 044 RC 004 271

TITLE	Northwest Territories and Arctic Quebec. Education Review, 1965-66.
INSTITUTION	Canadian Dept. of Indian Affairs and Northern Development, Ottawa (Ontario).
PUB DATE	66
NOTE	58p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.00
DESCRIPTORS	*Administration, Adult Education, American Indians, *Annual Reports, Construction Programs, *Curriculum, *Education, Eskimos, Personnel, Placement, *Rural Areas, School Services, Special Programs, Statistical Data, Vocational Education
IDENTIFIERS	Arctic Quebec, Northwest Territories

ABSTRACT

Information on the educational growth of, and present operations for, students in the Northwest Territories and for Eskimo and Indian students in Arctic Quebec is presented in this annual review for 1965-1966. Administrative concerns of the school system are given, along with a look at curricular innovations. The vocational education program is reviewed, and a graph compares vocational training outside the Northwest Territories with that inside the territory. The adult education program, school services, and construction programs are also discussed. Charts and tables provide supporting statistical data. (BD)

ED039044

Education Review 1965-66

Northwest Territories and Arctic Quebec

Issued under the authority of
HONOURABLE ARTHUR LAING, P.C., M.P., B.S.A.,
Minister of Indian Affairs and Northern Development

Sir John Franklin School, Yellowknife, N.W.T.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Two Eskimo children at Inuvik

Foreword

The year under review marks the end of the first decade of an integrated northern school system under Federal-Territorial administration. In 1955, the Department assumed responsibility for the education of Indians in the Northwest Territories, and by agreement with the churches, took over the operation of former northern mission schools. Schools have mushroomed from 88 classrooms in 1955 to 321 in 1965, the number of pupil residences has increased from five to 38 and school enrolment has tripled from 2,300 pupils to 7,200. Accompanying the rapid physical expansion of facilities has been an intensive development of academic and vocational programs.

It has been a decade also of dramatic transition for many of the northern people. Camp life is giving way to settlement living in modern homes. Vocational training and wage employment compete with traditional pursuits. System-wide radio and telephone networks, expanded road, rail and air routes increase daily the exposure to southern ways and values. Schools have become permanent features in northern communities and there is a growing appreciation of the close bonds between education, technology and enriched living experiences.

The purpose of this review is to present a picture of the current scene in northern education. We praise the endeavours of those in past years who pioneered the work in this field. Their achievement allows us to look with confidence to the next phase of our work of increasing educational opportunity and nurturing the future leaders of a progressive northern society. We express our hopes in the words of an Eskimo poet,

'When I was young,
Every day was as a beginning
Of some new thing,
And every evening ended,
With the glow of the next day's dawn.'

D. W. Simpson,
Chief, Education Division

School and Large Residence
School and Small Residence
School only
RESOLUTE
REINDEER STATION
AKLAVIK
INUVIK
FORT MCPHERSON
ARCTIC RED RIVER
HOLMAN
ARCTIC BAY
POND INLET
CLYDE RIVER
FORT GOOD HOPE
CAMBRIDGE BAY
BROUGHTON ISLAND
PADLOPING
NORMAN WELLS
FRANKLIN
PELLY BAY
PANGNIRTUNG
FORT NORMAN
WRIGLEY
LAC LA MARTRE
FROBISHER BAY
TUNGSTEN
RAE
YELLOWKNIFE
CAPE DORSET
NAHANNI BUTTE
FORT SIMPSON
DISCOVERY
BAKER LAKE
CORAL HARBOUR
LAKE HARBOUR
FORT LIARD
SNOWDRIFT
SAGLOUC
JEAN MARIE RIVER
FORT PROVIDENCE
FORT RESOLUTION
IVUJIVIK
PORT BURWELL
CHESTERFIELD INLET
HARICOURT
BAY RIVER
PINE POINT
RANKIN INLET
WHALE COVE
FORT SMITH
ESKIMO POINT
POVUNGNITUK
BELLIN
(PAYNE)
FORT-NOUVEAU-QUEBEC
FORT CHIMO
INOUCDJOJAC
(PORT HARRISON)
CHURCHILL
BLECHER ISLANDS
POSTE-DE-LA-BALEINE

CANADA'S NORTH

Over four centuries of northern exploration are recorded in history. The names of Frobisher, Franklin, Mackenzie, Hearne and others have long been associated with the Canadian north. Accounts of their voyages entailing severe hardship, injury and often death have created an aura of mystery shrouding our northern frontier. Behind the myth of perpetual snow and danger lies the reality of human endeavour and achievement from which a new north is quietly emerging.

Fort Smith, Yellowknife, Hay River and Inuvik are already towns. The development of rich natural resources has created new settlements and encouraged immigration from the south. Pine Point, the site of large deposits of lead and zinc, has mushroomed within the last three years and now boasts a population of over 600.

The exploitation of natural resources has necessitated the improvement of transportation facilities. The Mackenzie Highway provides road transportation as far north as Rae and Yellowknife and plans show extension of the system northward to other communities. A railroad has been built to Pine Point and regular air service links many northern communities. More remote settlements are reached by air charter.

The population of the Northwest Territories now numbers around 26,000 spread over an area equal to one-third of all Canada. These are the people who are forming the new north. Hunters, trappers, miners, government employees, missionaries and private entrepreneurs are helping to mould a prosperous future for the north – a future which will provide equal opportunities in education and employment for all northern people regardless of ethnic origin.

Progress appears slow. Problems peculiar to the north require time-consuming research and experimentation. The romance of the north now lies in the development of new ideas and technologies applicable to a northern setting. The degree of success achieved will depend on the standards of education established.

Fun at recess

School at Pond Inlet, Frobisher Region

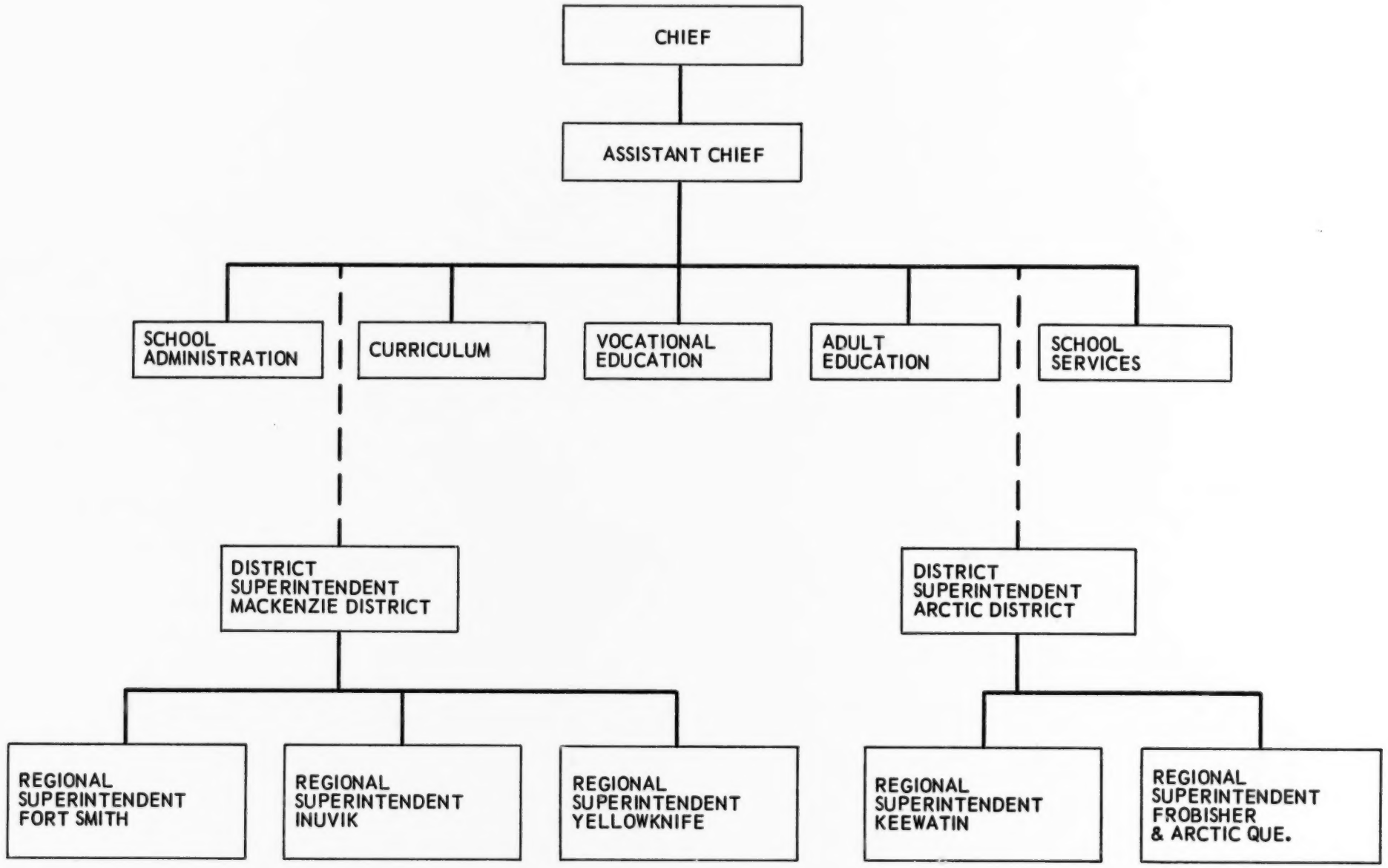
POLICIES AND OBJECTIVES OF NORTHERN EDUCATION

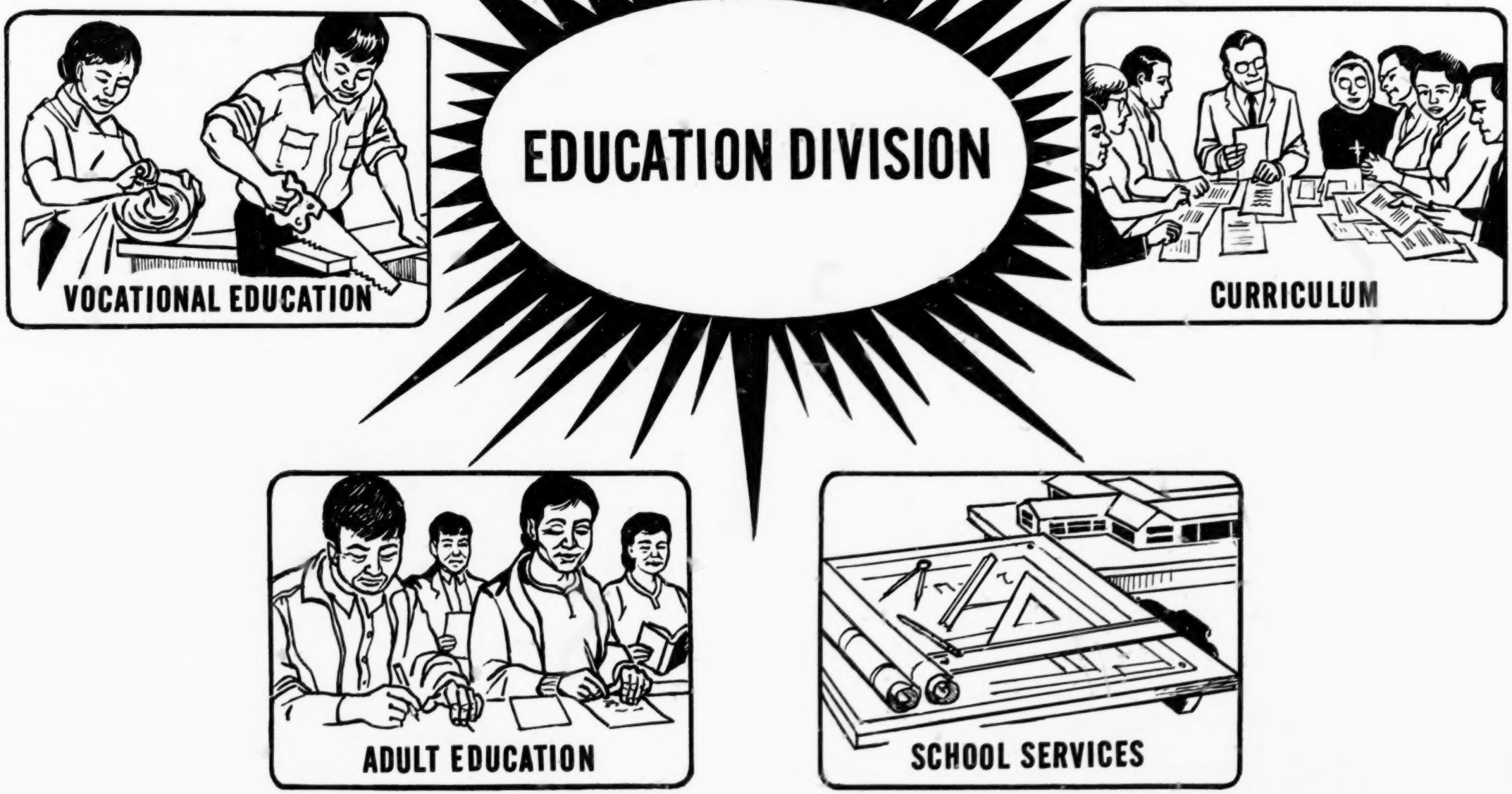
In general, the policy of the northern educational administration is to provide equalized educational opportunities for all residents of the Northwest Territories and Eskimo and Indian residents of Arctic Quebec. In pursuing this policy, various programs are being developed in an attempt to realize the four major objectives of northern education.

1. The provision of programs and facilities for all children at the pre-school, elementary and secondary school levels on an ethnically integrated basis.
2. The provision of vocational training for all who show interest and aptitude.
3. The provision of adult education for those who indicate an interest.
4. Provision of financial assistance for post-secondary education.

In all aspects of operation, the northern education system aspires to standards of quality and parity of esteem with the best provincial educational systems. Through education, northern people are encouraged to take pride in the Canadian north and are fitted to share the responsibilities and bounty of Canada's growing prosperity.

EDUCATION SERVICES
DEPARTMENT OF INDIAN AFFAIRS & NORTHERN DEVELOPMENT
ORGANIZATION CHART




ADMINISTRATION
EDUCATION DIVISION
VOCATIONAL EDUCATION
CURRICULUM
ADULT EDUCATION
SCHOOL SERVICES

THE YEAR IN REVIEW

EDUCATION DIVISION - OTTAWA

The Education Division of the Northern Administration Branch of the Department of Indian Affairs and Northern Development is responsible for the development and administration of the school system and for education generally in the Northwest Territories and in Eskimo settlements of Arctic Quebec.

The Division comprises five sections, namely, School Administration, Curriculum, Vocational Education, Adult Education and School Services.

SCHOOL ADMINISTRATION

School Administration has produced a series of graphs (see Appendices) to show the expenditures on education in the Northwest Territories and Arctic Quebec for the fiscal year 1965-66. Budgetary controls are exercised over schools as well as Government and Church-operated pupil residences. The section co-ordinates the recruitment, selection and appointment of teachers and maintains completed personnel files. In 1965-66 there were 1,502 enquiries for teaching positions and 425 formal applications for the 130 staff vacancies.

This section also controls requisitioning of school and pupil residence supplies and has developed a universal inventory system. The preparation of procedure and policy manuals, memoranda, reports and submissions to the Treasury Board, the Governor-General-in-Council, the Northwest Territories Government and other federal departments is an integral part of the work of School Administration.

CURRICULUM

The main responsibility of the Curriculum Section is to provide leadership and specialized services in the development of integrated school programs and teaching resources.

In the development of northern school programs, the following principles are subscribed to:

1. Cultural inclusion – an intentional reference in every unit of instruction to the cultural experience and environment of the child.
2. Cultural enrichment – the inclusion of learning experiences and materials to compensate for lacks in the child's environment.
3. Pedagogical selection – the selection by teachers of enriching programs and activities which will be interesting, challenging and meaningful to the child.

Pupils in classroom at Resolute Bay, Frobisher Region

Absorbed in paper cut-outs

During the year under review services to teachers and schools continued to expand in the following areas.

AUDIO-VISUAL

Work of selection and correlation of audio-visual materials with school and community programs increased as new programs were developed. A filmstrip committee continued preparation of the last two filmstrips in a series of four on Government of the Northwest Territories. This filmstrip committee with added members from the Adult Education Section, the Welfare Division and the Industrial Division also investigated the topic of Northern Co-operatives.

SCHOOL LIBRARIES

A supplement to **Library Books** was prepared and sent to the schools. A special course in Library Management was prepared for northern teachers for the summer of 1966.

TESTING AND EVALUATION

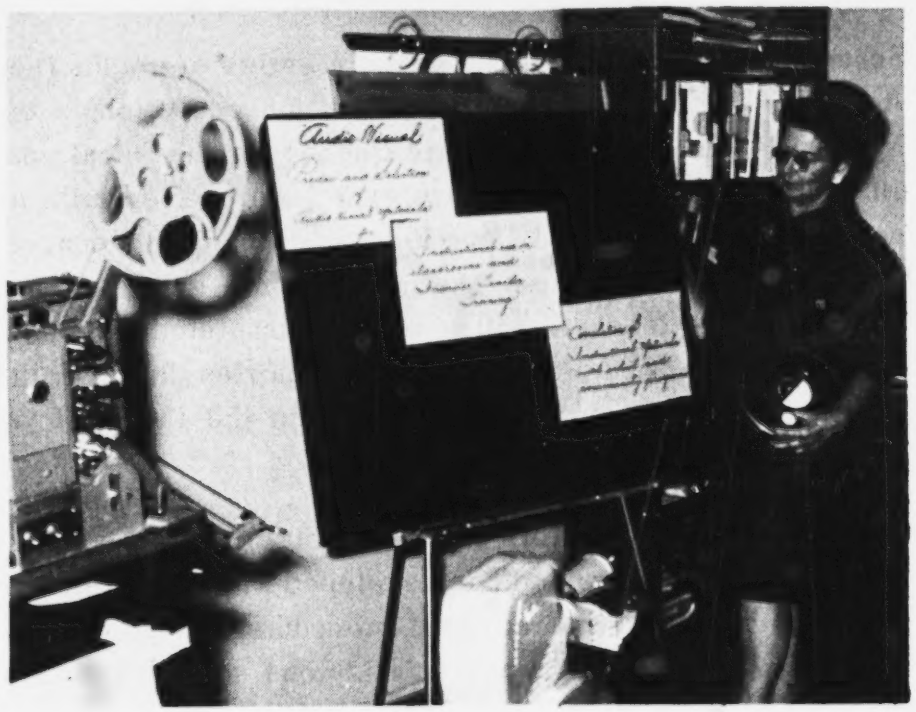
A system-wide testing program was conducted and approximately 95 per cent of the expected returns were received. Data were analyzed, tentative norms were developed and reports were published. The Curriculum Section also co-operated with the Department of Labour in a survey of career decisions of northern senior secondary pupils.

PROGRAMS AND PUBLICATIONS

An illustrated supplementary reader, **The Seal Hunt**, was prepared and issued to the schools – the 11th publication of its kind to date. Documentary aids for teachers were prepared including **Let's Begin English**, a manual on the teaching of English as a second language, and **Games and Activities for Teaching English.**

In mathematics, two books entitled **Sets and Numbers** and **Pupils' Test Book** were submitted for publication.

In academic-vocational education new programs were developed in Science, the Social Studies, Mathematics and the Language Arts. In Science, a series of charts depicting, in scientific drawings, northern flora and fauna were prepared for subsequent publication with commentary. Other



Audio-Visual aids

work continued in preparatory stages in English and the Social Studies.

In Physical Education, two publications, **Physical Education Illustrated** and **Eskimo Games**, were prepared to complement a new Arctic Physical Education program.

FIELD CURRICULAR PROJECTS

A number of teacher groups in the settlements carried out curricular projects which deserve special commendation.

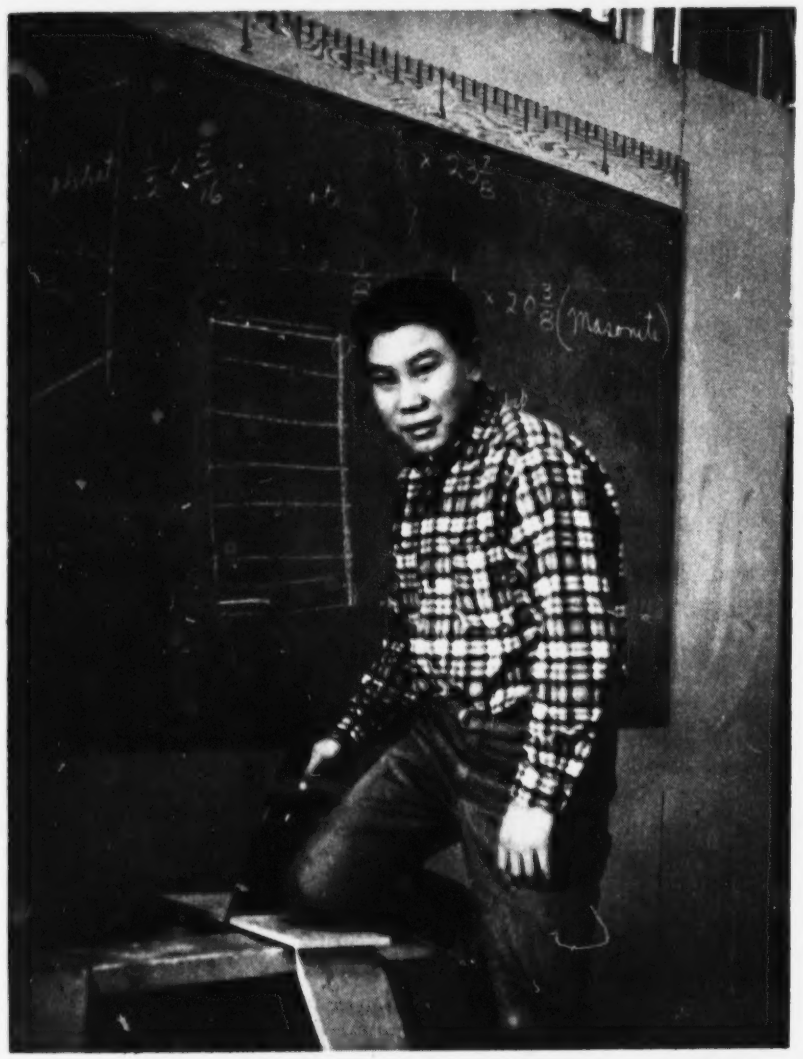
At Frosbisher Bay, a group of teachers, using an anthropological approach, produced a new social studies program for primary grade children.

At Fort Simpson, committees of teachers developed a course outline in Northern Agriculture for pupils in the Junior High School grades. This course could prove quite useful in the schools of the Upper Mackenzie. A beginning was also made on the production of a series of readers based on northern themes.

Hobby Time

Patricia Tattoenie and Toota Napayok from Coral Harbour in the girls' dormitory at Fort Churchill –

Hockey – the universal Canadian sport



Paul Pemick of Eskimo Point works on a carpentry project

VOCATIONAL EDUCATION

Vocational Education programs are designed to provide training and assistance to pupils with different levels of academic preparation and achievement.

THE CORE SUBJECTS

Industrial Arts and Home Economics are compulsory subjects for all pupils of Grades VII, VIII and IX. Special curriculum guides covering the various aspects of these subjects have been developed and distributed to schools with vocational programs. Two of the latest publications are **The Care and Operation of Oversnow Vehicles** and a new guide book on **Foods for Health.** Typing is now being offered as an optional subject in Grade IX in the larger centres.

SENIOR SECONDARY SCHOOLS

In the senior secondary schools pupils may choose Industrial Arts, Home Economics or Commercial as optional subjects. Course outlines are similar to those in the adjacent provinces but modified to suit northern situations. A new aspect has evolved this year providing in-training work situations for many senior pupils. Pupils spend half of each day working at a particular job for a two-week period. At the end of this time they are automatically shifted to some other aspect of job training. As a result of this development each pupil may now receive experience in approximately five to six different trades during the school year.

PRACTICAL PROGRAMS

Practical programs in Industrial Arts, Home Economics and related activities are proving invaluable to older pupils and young adults with limited educational background. At Nahanni Butte and other settlements, programs have been arranged in an effort to revive the traditional artistic ability of the natives. Short courses in Trapping and Fur Preparation, Care and Use of Firearms, Outboard Motors, Wood Carving, Metal Work, Woodwork, Welding, Foods, Clothing, Child Care and Home Care of the Sick are offered.

OUTSIDE PROGRAMS

Northern residents in ever-increasing numbers are availing themselves of various outside programs. During the 1965-66 school year, 27 attended Technical Institutes in the provinces, three commenced training as Vocational Instructors and five enrolled in Schools of Nursing.

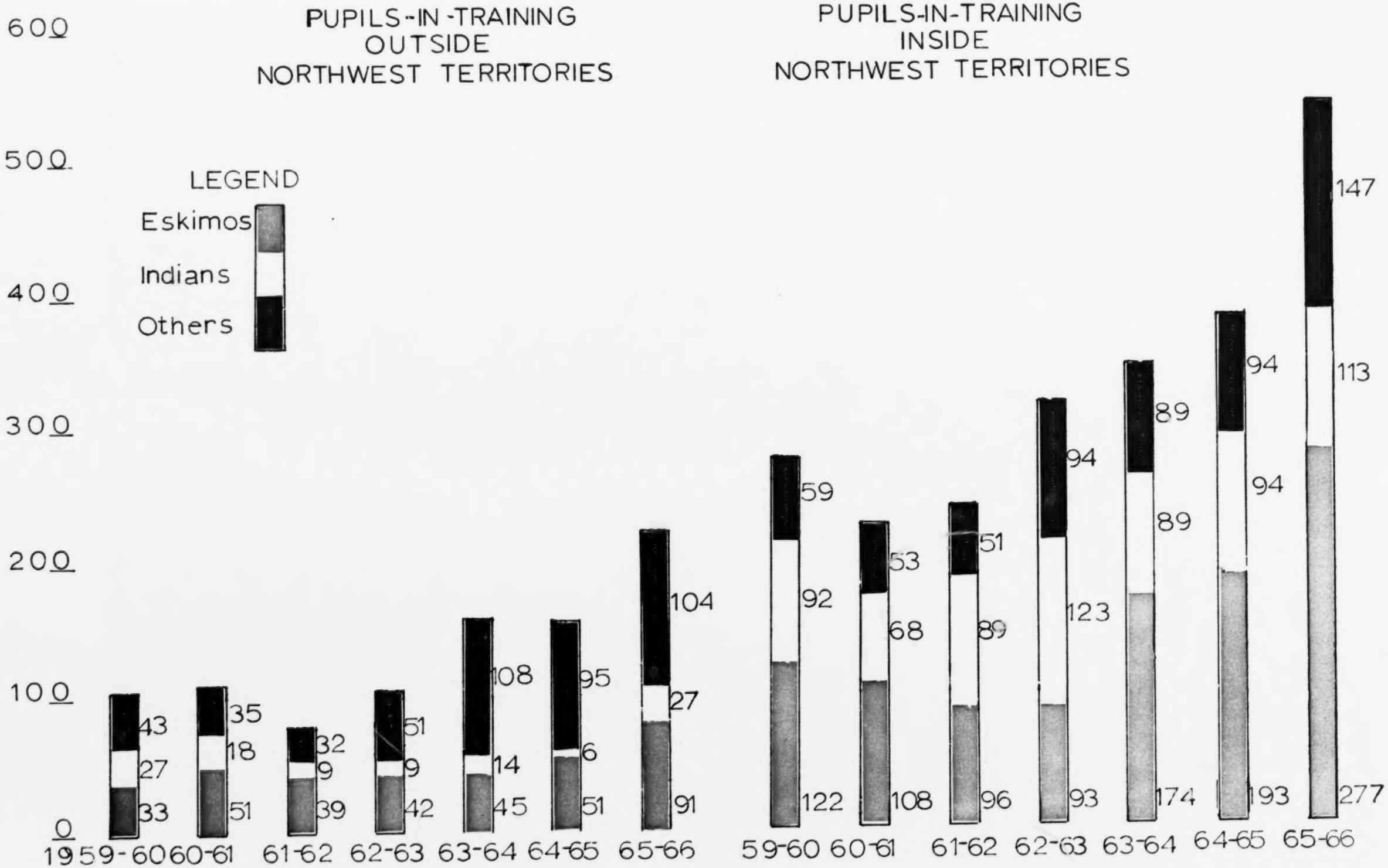
A Home Economics class at the Pre-Vocational School at Fort Churchill

Learning to use the oven

APPRENTICESHIP TRAINING

Twenty occupations have been analysed and produced in record book form and a further four are in the process of preparation. Examinations have been established in these occupations. Fifty-four apprentices were registered for the 1965-66 school year and 160 certificates issued. The 41 Department of Indian Affairs and Northern Development trade apprentice positions have almost all been filled. An additional four in laundry and dry cleaning are expected to be filled in the near future.

VOCATIONAL EDUCATION PROGAM



ADULT EDUCATION

Adult Education was recognized as a major program of the Education Division in 1965-66. The increased allotment of funds for staff and program in the 1966-67 budget shifts the emphasis from promotion to detailed planning.

Among the staff increases in the field were positions for six Regional Supervisors and a Superintendent of Adult Education for the Mackenzie District. The increase in staff will make it possible to expand the much needed Adult Education program in the North.

SUPPORT PROGRAM FOR ESKIMO RENTAL HOUSING

A second major development came in November 1965 with the announcement of the new Eskimo Rental Housing program, construction extending over a four to five year period commencing in the Frobisher Region. The Adult Education Section was made responsible for an educational program to introduce the housing in each settlement and to assist Eskimo families in adjusting to the new conditions.

The educational program was planned in December 1965 and phased as follows:

Phase I – designed to ensure that each family understands the terms and conditions of the housing program. The adult educator works in the settlement three to six months before the arrival of the houses.

Adult Educators prepare house models for field work

Phase II – the tenants are taught the skills required for successful living in the new houses and are helped to develop an acceptance of change in living patterns.

Phase III – concurrent with Phases I and II – aimed at developing within the tenant a readiness for active participation in the local administration of the housing program.

The pilot housing education project in the Frobisher and Keewatin Regions was made possible by a grant of $169,000 from the Central Mortgage and Housing Corporation. One person prepared instructional material and ten did field work at the settlement level.

OTHER ACTIVITIES

Work continued on developing and testing functional literacy materials. The course, **Children of the Northwest Territories at Home and at School**, was tested at Fort Liard. A supplementary course on **Fort Simpson** was prepared and revised but suitable colour slides are required to complete it. Workbooks for courses were revised. Thirty kits for two functional literacy courses, **The Northwest Territories of Canada** and **The Family and Money**, were assembled for the Arctic District and sent to the schools.

In the Mackenzie District, a program was outlined for Eskimo families moving from isolated settlements to large communities for employment.

Model Houses – Eskimo Rental Housing Project

School and teacher's residence at Nahanni Butte

SCHOOL SERVICES

The School Services Section is responsible for the planning of new schools, classroom additions and pupil residences, the administration of the Education Division's special projects and the collection, compilation and analysis of related statistics. Planning commenced on several new projects to provide additional classrooms and pupil residences. (See charts on pages 32 and 39.

Germaine Arknaktauyok of Igloolik is enrolled at the Manitoba School of Art, University of Manitoba. The cover of our Education Review is a reproduction of one of Germaine's sketches.

David Simailak at the Fort Churchill school – a top honour pupil, David takes Sunday afternoon to relax.

Mabel Pokiak of Aklavik studies in the Yellowknife school dormitory. Mabel is now a graduate nurse.

SPECIAL PROJECTS

Northwest Territories Financial Assistance for Higher Education.

This program provides grants to university students to cover costs of tuition, text books, special fees and return transportation to the nearest accredited university. Assistance in the form of a loan to cover costs of board and lodging can be arranged if needed. Such loans are interest free while the student is attending university and no repayment is necessary if the student returns to work in the Northwest Territories for a three-year period after graduation.

Forty-one students proved eligibility for assistance under this program for the 1965-66 academic year. Total grants to students amounted to $26,396 and total approved loans to $7,266.

STATISTICS

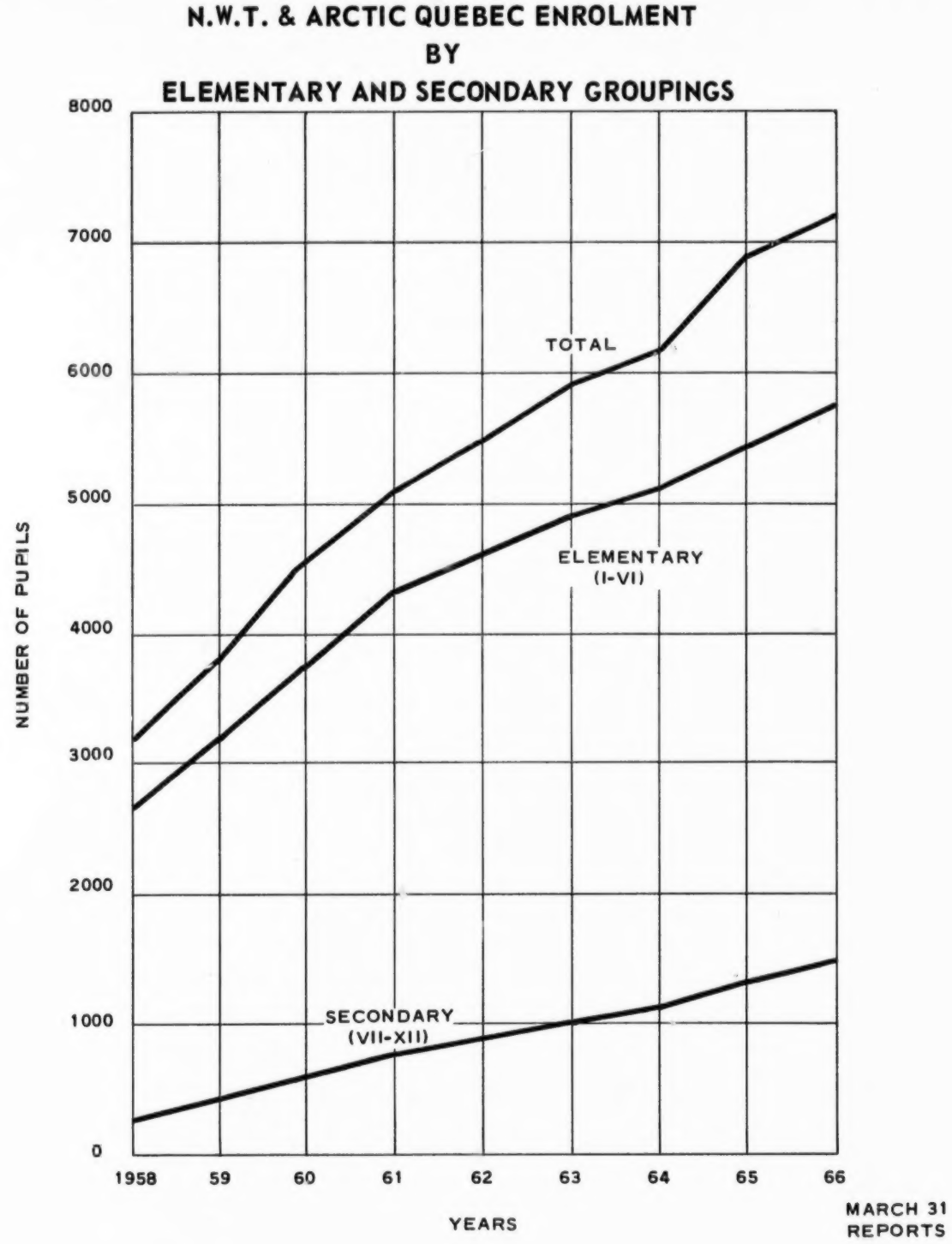
Statistics for the school year 1965-66, show that school enrolments increased by four per cent over those for the previous year. This is an increase of 194 pupils in the Mackenzie District and 79 pupils in the Arctic District.

The pre-vocational and academic up-grading school at Fort Churchill, Manitoba, provided facilities for 200 additional pupils from the Arctic District. A pupil residence operated in conjunction with this school provides accommodation for 250 pupils.

At Fort Churchill the Department continues to operate the Duke of Edinburgh School. Fifty-seven Eskimo pupils from the Northwest Territories and Arctic Quebec attended this school during 1965-66 for advanced academic education. They were accommodated in the Fort Churchill pupil residence along with 157 pre-vocational pupils. The total enrolment for the school was 573 pupils of whom 89 were Eskimos. The remainder were from Fort Churchill and the town of Churchill. These pupils are not included in the enrolment statistics for the federal schools.

ENROLMENT INCREASE

The accompanying graph illustrates the growth in enrolment between the years 1958 and 1966. Total enrolment has been broken into elementary and secondary school levels to show the proportionate growth of each. (See graph on p. 22)



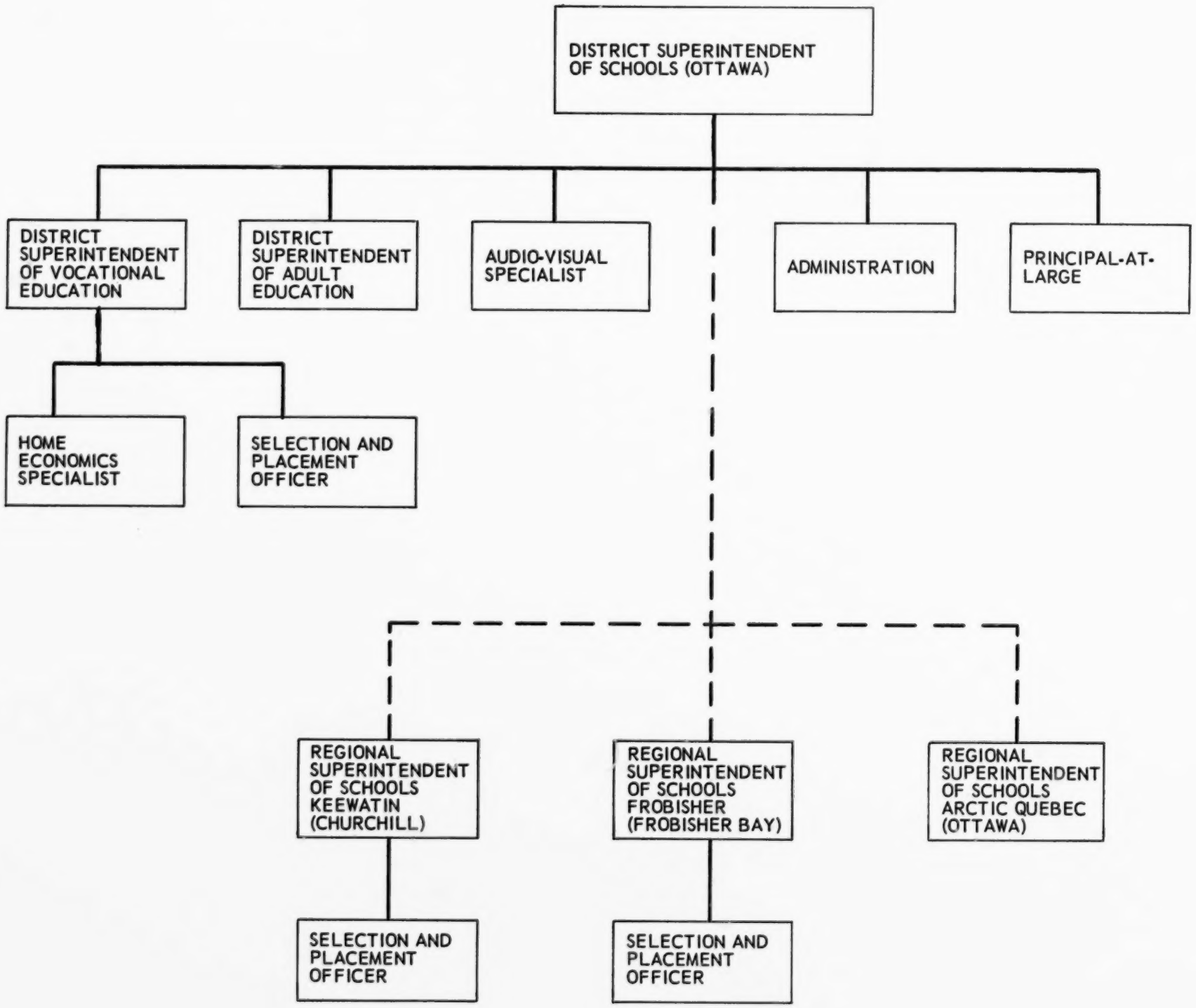
1965-66 SCHOOL ENROLMENT

Origin	Enrolment	Enrolment Compulsory School Age	Estimated School age Population Enrolled	Percentage of Compulsory School age
Eskimo	2,987	2,698	3,420	79%
Indian	1,285	1,102	1,450	76%
Other	2,924	2,521	2,600	99%
Total	7,196	6,321	7,470	85%

*See appendices for breakdown of school enrolment in the Mackenzie and Arctic Districts

Southern influence on northern culture

ARCTIC DISTRICT EDUCATION ORGANIZATION


DISTRICT SUPERINTENDENT OF SCHOOLS (OTTAWA)
DISTRICT SUPERINTENDENT OF VOCATIONAL EDUCATION
DISTRICT SUPERINTENDENT OF ADULT EDUCATION
AUDIO-VISUAL SPECIALIST
ADMINISTRATION
PRINCIPAL-AT-LARGE
HOME ECONOMICS SPECIALIST
SELECTION AND PLACEMENT OFFICER
REGIONAL SUPERINTENDENT OF SCHOOLS KEEWATIN (CHURCHILL)
REGIONAL SUPERINTENDENT OF SCHOOLS FROBISHER (FROBISHER BAY)
REGIONAL SUPERINTENDENT OF SCHOOLS ARCTIC QUEBEC (OTTAWA)
SELECTION AND PLACEMENT OFFICER
SELECTION AND PLACEMENT OFFICER

SCHOOLS AND PUPIL RESIDENCES

During the 1965-66 school year there were 31 schools in operation with 115 classrooms and a total enrolment of 2,322 pupils. Of this total, 91.3 per cent were Eskimo, 1.6 per cent Indian and 7.1 per cent Others.

Eighteen small eight-bed pupil residences, operated by Eskimo house parents usually under the supervision of a local nurse or teacher, accomodated children attending school while their parents were hunting or on the trapline. Two large hostels were also in operation – the 80-bed pupil residence at Chesterfield Inlet and the 250-bed pupil residence at the Churchill Vocational Centre.

The following is a breakdown of pupil residences in operation during the year:

Location	No. of residences	Pupils accomodated
Baker Lake	2 x 8 beds	16
Chesterfield Inlet	1 x 80 beds	80
Churchill	1 x 250 beds	220
Eskimo Point	3 x 8 beds	16
Igloolik	2 x 8 beds	16
Pangnirtung	3 x 8 beds	16
Pond Inlet	2 x 8 beds	16
Great Whale River	3 x 8 beds	24
Port Harrison	3 x 8 beds	24
Total number of pupils in residence		428

STAFF

With the exception of the principalship of the Churchill Vocational Centre, all schools were completely staffed for the commencement of the school year. By December a principal was obtained for this school and new teachers recruited for Resolute Bay, Port Harrison and Povungnituk where new classrooms were completed. The total number of teachers in the District including teachers-at-large was 118, an increase of eight over the previous year.

IN-SERVICE TRAINING AND TEACHER SERVICES

An orientation program for new teachers was held in Ottawa during the latter part of August.

Those assigned to settlements in the Frobisher and Keewatin Regions went to Frobisher Bay and Churchill respectively for the second part of the Orientation Program. Teachers going to Arctic Quebec remained in Ottawa for the complete orientation program. Resource personnel for these courses came from the office of the Education Division, Administration Branch Office, Arctic District Office and the Regional Offices. The course included an introduction to the Eskimo language, culture and anthropology of northern peoples,

Frobisher Teachers' Conference

discussions on curriculum adaptation in northern schools and guidance on administrative detail.

Hand viewers for special individual pupil instruction were added to the list of standard classroom equipment. Teachers are placing more emphasis on the use of recordings, picture material, tapes and other non-textual items in order to help pupils master concepts outside of local experience.

SCHOOL HEALTH SERVICES

Community teachers, in co-operation with medical personnel from the Department of National Health and Welfare, assisted in medical and dental check-ups. The basic rules of good hygiene were stressed in the classroom in an effort to improve general health standards.

Mary Illanak of Eskimo Point in the girls' dormitory at Fort Churchill

Sports play an important role in education

SPORTS AND CULTURAL PROGRAMS

An extensive "pen pal" program involving an exchange of letters with pupils from various parts of the world, emphasis on Girl Guide and Boy Scout programs, an Eskimo Army Cadet Corps at Churchill and continuation of the Povungnituk Navy League program added zest to extra-curricular activities during the year.

The principal of the Broughton Island School arranged through the Canadian Red Cross to take two of his pupils on a visit to Greenland.

Pupils were encouraged to participate in sports-day events.

ACADEMIC UP-GRADING

Emphasis was placed on the academic up-grading of pupils retarded through language difficulties and, in some cases, because school facilities were not available to them at an early age. A significant facet of the educational program is to select promising Eskimo pupils and, with their parents' consent, bring them out to continue their education in provincial schools. In 1965-66 seven were brought to Ottawa, three were placed in New Brunswick and one in the province of Quebec. With one exception, all pupils successfully completed their year's work. One was promoted to Grade XIII, two to Grade IX, two to Grade VIII, two to Grade VII and three to Grade VI. The other student was passed to Grade VIII on a trial basis.

Four others took academic up-grading in the Pre-Vocational School in Ottawa. Two of these completed Grade X and two were working at the Grade VIII level.

FINANCIAL ASSISTANCE FOR SECONDARY SCHOOL EDUCATION

Nine pupils from the Northwest Territories and three from Arctic Quebec attended secondary schools in the south. This assistance plan is open to parents who live in settlements where secondary school courses are not offered and who elect to send their children south for their secondary school education.

Two girls enjoy a duet

CURRICULUM

THE ELEMENTARY SCHOOL PROGRAM – GRADES I TO VI

As a general guide, the elementary school program for the Keewatin Region is based on the Manitoba Course of Study outlines. For the schools in the Frobisher Region the Ontario curriculum guides are used and for the schools in Arctic Quebec those from the Department of Education of Quebec. In all instances, the materials are adapted to the needs of the Eskimo pupils in the various communities. In some disciplines the Department's Curriculum Section has supplied experimental curriculum guides. These cover Language Arts, Physical Education and Health and Social Studies.

PROGRAM DEVELOPMENTS:

Language Arts

Language Arts, which includes English as a second language, the Reading Program and Language were fields given special attention this year.

A group of teachers met in Ottawa and produced a program covering the first phase of the Basic English Program. Further details of **Let's Begin English** can be supplied by the Curriculum Section. In addition, a collection of games and activities for teaching English as a second language was circulated to all teachers.

NEW MATHEMATICS PROGRAM

Implementation of the New Mathematics program continued. In all schools the modern methods of teaching Arithmetic are used. In-service training sessions were provided to give teachers insight into the theory and methodology of the modern approach to learning Mathematics.

TESTING PROGRAM

The testing program at the Grade I to VI level is based for the most part on teacher constructed tests. However, to supplement these tests and to assist the teacher in grouping the pupils, a standardized battery of tests was administered to all pupils in the Arctic District.

PROGRAMMED LEARNING

An experiment in programmed learning was carried on at the Fort Chimo and Great Whale River schools. The objective of the experiment was to see how the pupils in this area could benefit from the use of programmed learning material. It was discovered that while the children enjoyed using the programmed texts, they found interpretation of directions difficult because the language used was not always familiar to them. Programmed material did however help in remedial work with individual pupils.

EXPERIMENTAL WORK

Though few formal experiments were carried on, many of the principals and teachers experimented with various phases of the curriculum. This included experimenting with different ways of grouping the children for instruction, with audio-visual materials and with various academic up-grading techniques.

Displaying their artistic aptitude

A big "A" for effort!

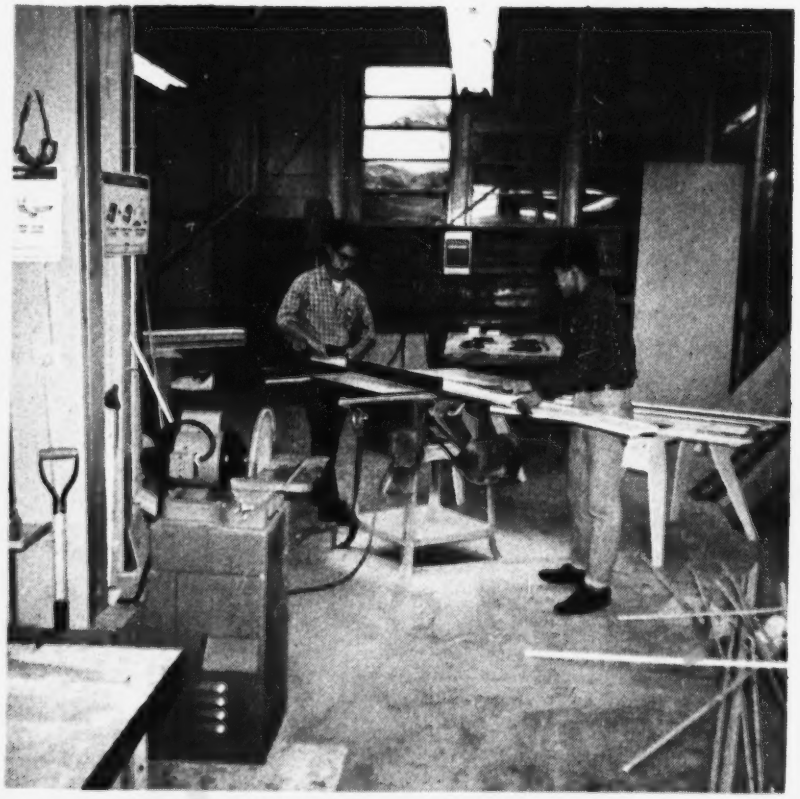
VOCATIONAL EDUCATION

PRE-VOCATIONAL SCHOOLS

The Churchill Pre-Vocational School commenced its second year of operation in September 1965 with 225 pupils in residence. One hundred and sixty-one of these were vocational students while the remainder attended academic classes.

The second year vocational courses for boys included instruction in Carpentry, Sheet Metal Work, Welding, Machine Shop and Drafting. Second-year girls received instruction in Foods, Clothing, Child Care, Home Care of the Sick and a completely new subject, Community Work Experience, designed to give the girls on-the-job training.

The opening of a commercial classroom provided two new courses for students – a two-year commercial course and a one-year typing course. Thirteen students were registered this year.



The Carpentry Shop at Fort Churchill

Louise Sarpinak of Igloolik learns to sew

SPECIAL VOCATIONAL CLASSES

One hundred and twenty-nine Eskimos enrolled in Adult Vocational Education courses. One hundred and four of these were in courses organized by the Department and the other 25 were registered in southern Institutes of Technology and Trade Schools.

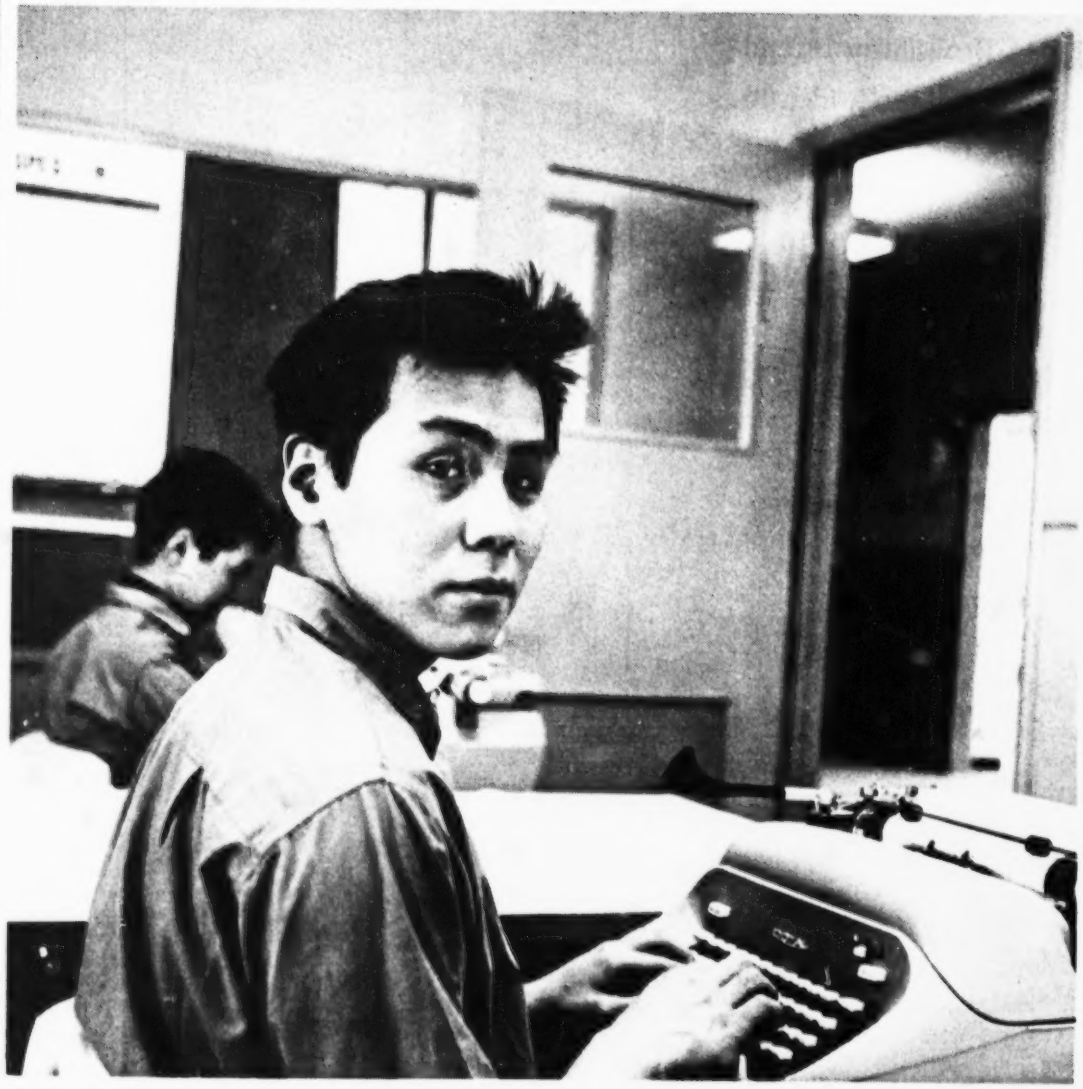
APPRENTICES

Nineteen apprentices were registered under the Northwest Territories Apprenticeship Plan in seven occupations located in six different communities.

JOB PLACEMENT

Placement officers at Churchill and Frobisher Bay assisted in job placements. A number of Eskimos accepted employment in southern Manitoba and southern Ontario.

Odel Siluk of Whale Cove and Cecilia Tortok of Chesterfield Inlet learn about Child Care



David Annanowt in the commercial course at Fort Churchill. David is now at the Adult Up-grading Centre at Ottawa.

ARCTIC DISTRICT

Schools and Pupil Residences Being Planned or Constructed

Location	New	Addition	No. of Classrooms	Special Rooms						Residences No. beds
				Home Ec.	Industrial Arts	Gym	Library	Activity Room	Other	
Arctic Bay	x		2							12
Baker Lake		x	1							
Broughton Island		x	1							
Chesterfield Inlet		x	1			x				
Clyde River		x	3					x		24
Eskimo Point		x	2							
Frobisher Bay	x		15	x	x	x	x		4 shops	200
Grise Fiord		x	1							
Hall Beach	x		2					x		
Igloolik		x	3					x		24
Pangnirtung		x	4	x	x	x				60
Port Harrison		x	4	x						
Povungnituk		x	2							
Repulse Bay	x		2					x		
Whale Cove		x	1							
TOTAL	4	11	43	3	2	3	1	4	4	320

ADULT EDUCATION

GENERAL

During the school year 1965-66 a total of 34 courses for adults were conducted in the Arctic District. The topics were literacy, leadership, homemaking, academic up-grading, maintenance and repair of equipment and home repairs. The teaching resources in a settlement determined what subjects were offered.

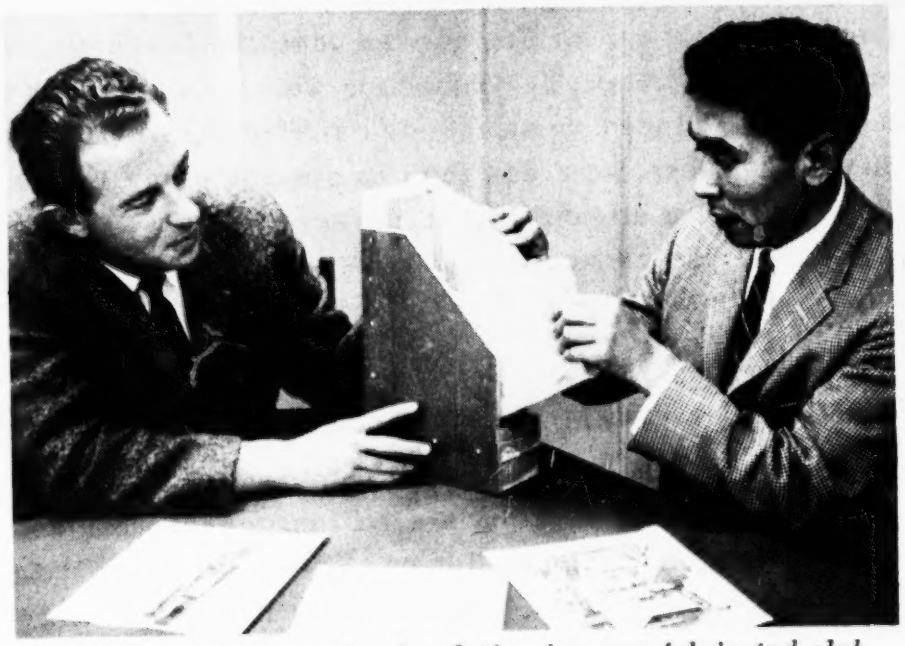
The two functional literacy courses, **The Family and Money** with the supplement **Making Change** and **The Northwest Territories of Canada** with accompanying workbooks and kits of teaching aids, were used in a number of settlements.

Worthy of special mention is the Adult Education venture undertaken during the summer by the principal of the school at Port Harrison. He spent a rewarding month visiting the out-lying camps and making extensive use of the two kits and courses, **The Family and Money** and **The Northwest Territories of Canada.**

HOUSING

In June 1966 ten contract employees went to the Frobisher Region to conduct the Adult Education Program in connection with the Eskimo Rental Housing. They were assigned as follows:

Settlement	Estimated Eskimo Population	Number of Families	Adult Educators and Duration of Assignment
Arctic Bay	100	22	1 educator 26 days
Broughton Island	200	36	1 " 25 " 1 " 11 "
Cape Dorset	420	64	1 " 66 " 1 " 37 "
Frobisher Bay	1,200	190	1 " 45 " 1 " 69 "
Hall Beach	142	20	1 " 42 "
Igloolik	220	20	1 " 76 " 1 " 35 "
Pangnirtung	300	60	2 " 57 "
Pond Inlet	150–200	31	1 " 66 "
Grise Fiord	100	12–15	Community Teacher



Adult Educators examine insulation in a pre-fabricated slab in the Department's Eskimo Rental Housing project

There was a short briefing at Regional Headquarters, Frobisher Bay, on their arrival June 21. The dates of reaching the settlements varied because of breakup, availability of transportation and weather conditions.

Each day the adult educator and the interpreter prepared for the meetings and family interviews. New concepts had to be explained to the interpreters. The consensus of the adult educators was that family interviews were preferable to general or group meetings since each family needed individual help to understand the housing policy sufficiently well to make a decision on future housing. Reports indicate a total of 1,511 family interviews as well as 15 general and 117 group meetings.

KEEWATIN REGION

The progress of education in the Keewatin Region was reflected in higher enrolments and a generally keener interest in education. Much of this interest can be attributed to the Churchill Vocational School which enrolled over 90 pupils from the Keewatin Region. This is the largest school in the Region. The total enrolment in the schools of this Region for the 1965-66 school year was 654.

During the early part of February an educational conference was held at Churchill. In conjunction with the conference a workshop for classroom assistants was also carried on. The training sessions were designed to prepare young Eskimo adults who have attended school to assume a more significant role in the classrooms as assistants to the teachers.

FROBISHER REGION

There were 12 schools with a total enrolment of 803. Transportation and communication are no longer insurmountable problems in the Frobisher Region. There are now charter flights available between Resolute Bay and the more northerly settlements and an airstrip at Igloolik. Airstrips are also contemplated for Pangnirtung and Cape Dorset.

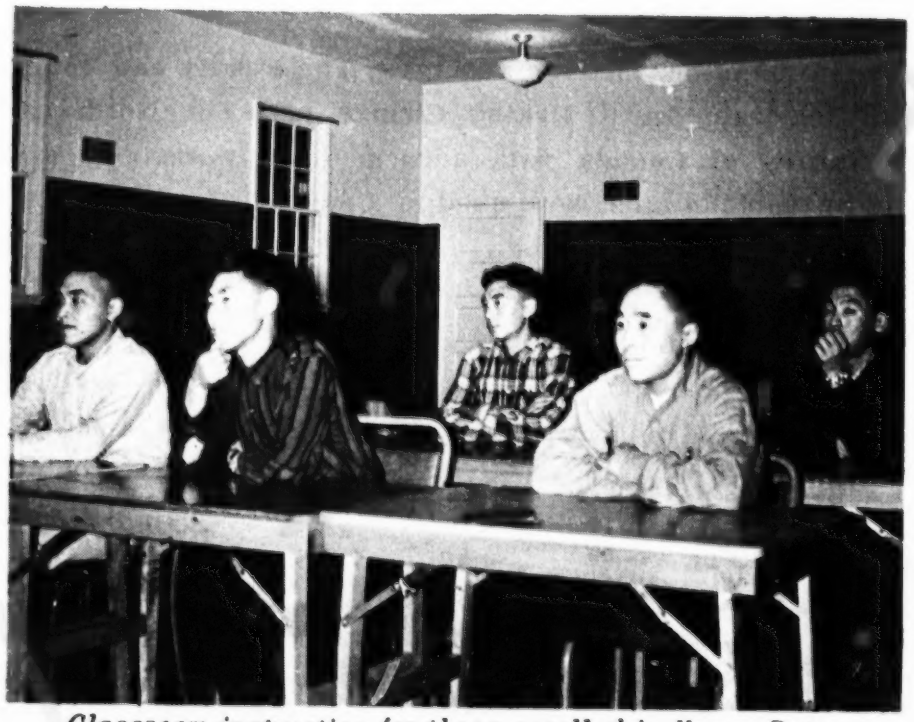
Frobisher Region was the first to receive the benefits of the federal government's new low-rental housing program. The pre-fabricated models started to arrive in mid-August.

The Regional Teachers' Conference was held at Frobisher Bay in early February. Discussion centred on needed curriculum development and changes in teacher-training and orientation. Teachers were interested in the role of classroom assistants and the means whereby they can be trained and made available for employment in the Frobisher Region.

ARCTIC QUEBEC

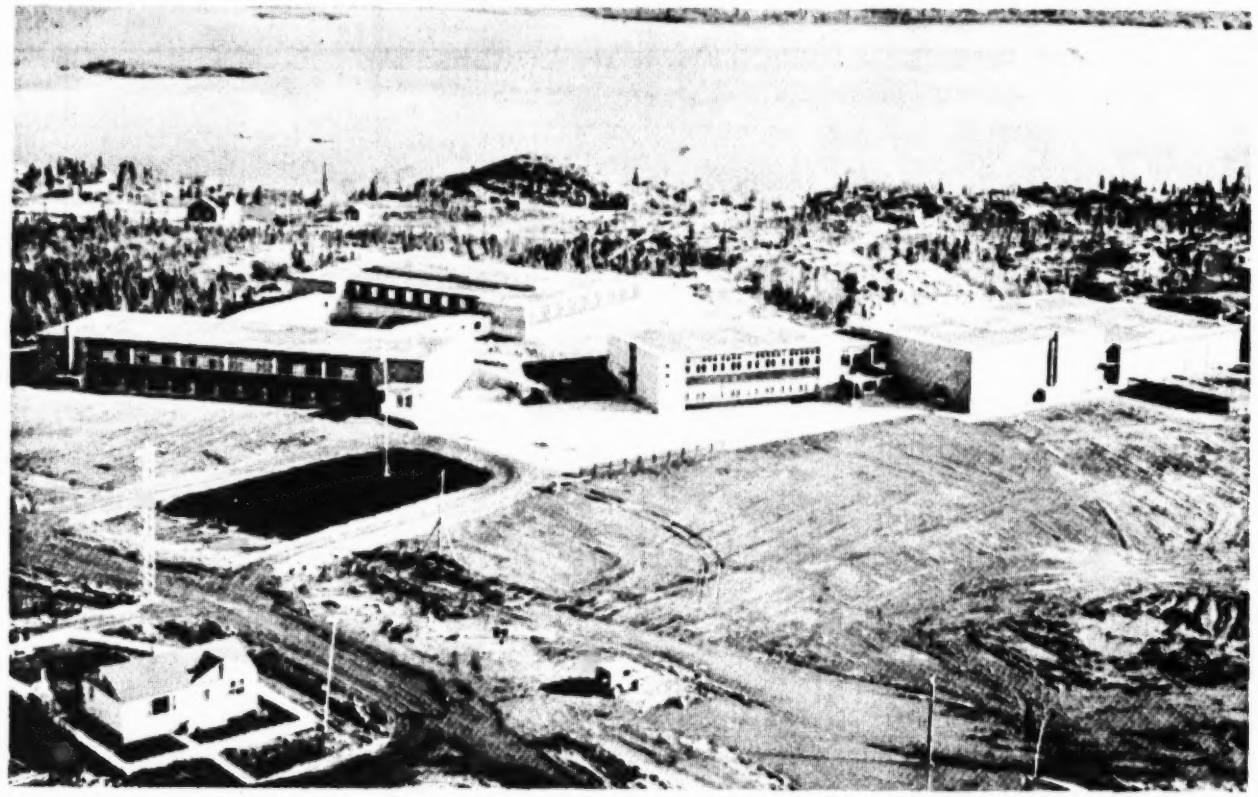
The Federal Government operated 12 schools in this Region during 1965-66 with 37 teachers employed and a total enrolment of 815. The Quebec Provincial Government established pre-school classes at Fort Chimo and Wakeham Bay.

A four-day conference for Federal teachers from Arctic Quebec was held during the month of February in Quebec City.



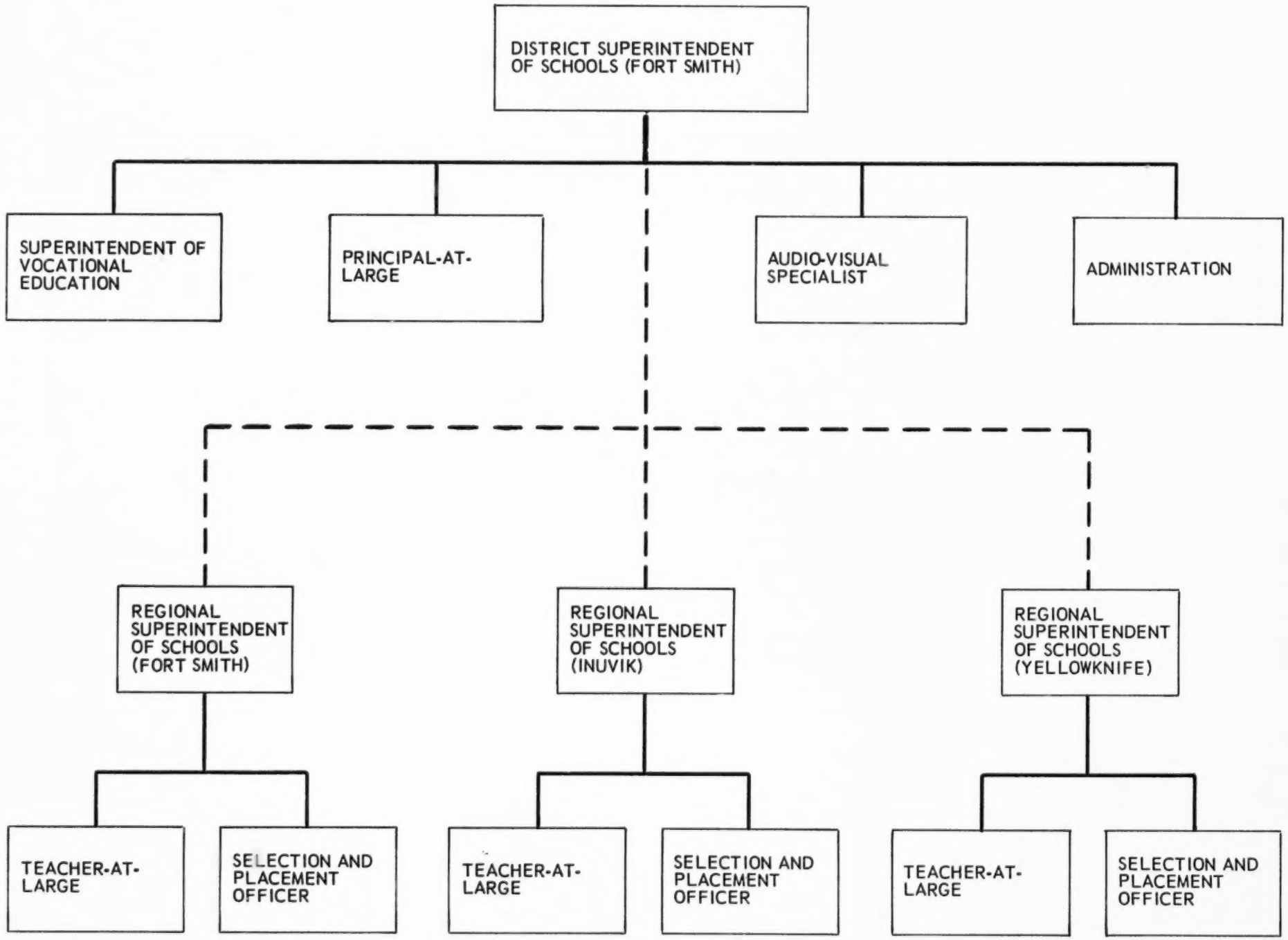
Classroom instruction for those enrolled in Heavy Duty Equipment

THE MACKENZIE DISTRICT



Aerial view of Sir John Franklin School and pupil residence, Akaitcho Hall, Yellowknife

MACKENZIE DISTRICT EDUCATION ORGANIZATION



SCHOOLS AND SCHOOL ENROLMENT

During the 1965-66 school year, 33 full-time schools with 220 classrooms were in operation in the District. The total school enrolment was 4,858, an increase of 194 over the previous year's total. Of this number, 18.3 per cent were Eskimo, 25.6 per cent Indian and 56.1 per cent Others.

Elementary						Junior High		
I	II	III	IV	V	VI	VII	VIII	IX
1,058	607	570	505	427	377	307	225	180

Senior High			Vocational Education and
X	XI	XII	Academic Upgrading
171	122	83	226

School crest

ACHIEVEMENT

Eight pupils from the Mackenzie District achieved Senior Matriculation standing and 21 were granted High School Diplomas.

Northwest Territories Scholarships were granted to Dianne Douglas with an over-all average of 84.8 per cent and to Kenneth Tyler with 80.6 per cent.

The Governor General's medal was awarded to Ron Wong of Yellowknife.

Thirty-eight students were recipients of financial assistance for higher education.

I.O.D.E. ACHIEVEMENT AWARDS

The I.O.D.E. offers four achievement awards of $25 each to five secondary schools in the Mackenzie District.

The following are the recipients of these awards for the 1965-66 academic year:

School	Pupil
Hay River Federal School (Hay River)	Nicolas Mansell Ronald Anderson Linda Burrows Wendy Mansell
St. Patrick's Separate School (Yellowknife)	Bob Arlint George Erasmus Joe Lemouel Fay Foster
Sir John Franklin School (Yellowknife)	Annie Kovavouk Shirley Christie Jimmy Dick Michael Paulette
Joseph Burr Tyrrell School (Fort Smith)	Pat Slager Susan Bevington Jerry Ruben Dianne Marilyn Douglas
Sir Alexander Mackenzie School (Inuvik)	Maureen Yorga Dianne Sheehan Linda Jenkins David Wilderspin

Graduation Exercises at Yellowknife, Academic Achievement Awards.
Left to right – Hugh Chalefoux, Agnes King, Sara Fantasque, Dick Analok, Mike Agualuk, Charles Nahogalook.

Boys' Graduating Class
Back row (left to right): Brian McLeod, Ron Holtorf, Ernest McLeod, Bob Balsillie, Rodney Russell, Marc Horton, Klaus Bellar

Middle row: Ted Boxer, Norman McDonald, Bob Overvoid, Mathew Lafferty, Charles Plante, Ole Franco, Frank Villeneuve

Front row: Lloyd Mandeville, Ed Kayoina, Phillip Liske, Albert Jerome, John Lenny, Archie Beaulieu, Jerome St. Jean

MACKENZIE DISTRICT

Schools and Pupil Residences Being Planned or Constructed

Location	New	Addition	No. of Classrooms	Special Rooms						Residences (No. of beds)
				Home Ec.	Industrial Arts	Gym	Library	Activity Room	Other	
Aklavik	x		10	x	x	x	x			
Cambridge Bay	x		5					x		60
Coppermine	x		5					x		
Fort Franklin		x	2			x				12
Fort Good Hope										36
Fort McPherson	x		4	x	x					
Fort Norman		x	1							12
Fort Providence		x	2							
Gjoa Haven		x	1							24
Hay River	x		12			x				
Inuvik	x		16	x	x	x	x			
Morphy (Rae)	x		15	x	x	x	x		2 Science	200
Yellowknife (Sir John Franklin)		x	8	xx	x		x		1 Commercial	
TOTAL	7	5	81	6	5	5	4	2	3	344

PUPIL RESIDENCES

Since many pupils must leave their home settlements to attend secondary school, pupil residences are an integral part of the northern education program. The following is a list of pupil residences in operation in the Mackenzie District showing the number of pupils in residence during the 1965-66 school year.

GOVERNMENT-OWNED PUPIL RESIDENCES OPERATED UNDER CONTRACT

Place	Indians	Eskimos	Others	Total	R.C. Church	Anglican Church
Fort McPherson	52		8	60		Fleming Hall
Fort Simpson	119		28	147	Lapointe Hall	
Fort Simpson	11	36	10	57		Bompas Hall
Fort Smith	142		34	176	Breynat Hall	
Inuvik	59	232	47	338		Stringer Hall
Inuvik	57	62	87	206	Grollier Hall	
Sub-Total	440	330	214	984		

GOVERNMENT-OWNED AND OPERATED PUPIL RESIDENCES

Yellowknife	66	38	84	188	Akaitcho Hall (Federal)
Grand Total	506	368	298	1,172	

DEVELOPMENT OF THE EDUCATIONAL PROGRAM

In 1965-66, efforts were continued to adapt and improve the educational programs in the District. Special programs for age-grade retarded pupils and pre-vocational opportunities have been most successful in helping to cope with some of the problems encountered in northern educational situations.

Although more pupils are continuing with their educational studies there is still a heavy drop-out especially among young people of Indian and Eskimo origin. The reasons are many and are often founded on social and economic conditions. Studies were carried out during the year to find ways in which these pupils could be encouraged to remain in school.

Academic up-grading programs were given at the J.B. Tyrrell School at Fort Smith and at the Thomas Simpson School at Fort Simpson. The pupils spent one-half day in academic up-grading classes (Mathematics, Science, English), and the remainder of the day on a job in local business establishments or in government departments. The purpose of this two-fold training is to assess the interest and individual in order to set realistic goals. Further training or employment may result from this assessment.

STAFF

There was a total teaching staff for the school year of 315, including 48 teachers employed by the three Municipal School Districts at Yellowknife and Hay River. This is an increase of 17 over the previous year. The assignment of a teacher-at-large to each of the three Regions has resulted in a marked improvement in consultative services.

VOCATIONAL EDUCATION

Vocational education showed considerable expansion in the number of programs offered at all levels of school training and in the number enrolled for courses.

Hard at work!

PRE-VOCATIONAL PROGRAMS

At the Sir John Franklin School at Yellowknife, 164 pupils were enrolled in a pre-vocational program. Instructional time was divided on a fifty-fifty basis between academic up-grading and vocational classes. After the orientation year, boys may major in Building Construction, Motor Vehicle Repair, Operation of Heavy Duty Equipment or Heavy Duty Mechanics in addition to related subjects such as Drafting, Welding and Sheet Metal Work. Shops in Mine Maintenance and Electrical Appliance Repair are in the planning stages.

COMMERCIAL PROGRAMS

During the spring of 1965 a Commercial Specialist was hired to evaluate commercial programs in the Mackenzie District schools. As a result of this evaluation, programs have been changed to meet the requirements of the employers and of southern educational institutions. Equipment was purchased for a complete three-year Commercial Course in the Sir John Franklin Vocational High School at Yellowknife. Pupils at the Joseph Burr Tyrrell School at Fort Smith and Sir Alexander Mackenzie School at Inuvik may now select commercial courses in Grades X and XI as options. Further expansion is planned for 1966-67.

SPECIAL VOCATIONAL COURSES

The recent silk screen printing course at Holman Island exhibited its first public showing of prints at St. John, N.B., in November.

Bookkeeping courses were given under the Small Business Management Program at Fort Smith and Inuvik. Engineering and Boat Building courses were carried on in military establishments.

In co-operation with the Canadian National Railway, a group of Eskimos were being trained in the operation and maintenance of the Pine Point Railroad. Twenty-four men were employed and a further 32 married men have been selected and will be trained as soon as housing accomodation becomes available.

A tannery has been established in Aklavik and a training course instituted in its operation. This will augment the fur garment manufacturing units at Aklavik, Tuktoyaktuk and the proposed unit for Inuvik.

Three residents were in-training in New Brunswick for vocational teachers. It is expected that this number will increase.

Forty persons were trained as fishing guides and twenty others as big-game hunting guides.

THE OCCUPATIONAL PROGRAM AT THE SIR ALEXANDER MACKENZIE SCHOOL

A unique program on an experimental basis was set up this year at the Sir Alexander Mackenzie School at Inuvik to help the large number of older pupils who are classed as age-grade retarded. Most of these pupils possess average or above-average intelligence but were late in starting school, attended irregularly because they were needed at home or had language difficulties.

To enrol in the program pupils had to be sixteen years of age, four years age-grade retarded and have a minimum reading level of Grade III. The program is planned to cover a three-year period.

The first year is referred to as the pre-occupational year. Pupils receive no on-the-job training but spend the entire year in academic up-grading.

The second year is an exploratory one. Each pupil will be given two-week on-the-job training periods at as many as 20 different types of employment experience.

In the third year, pupils will receive training in depth covering two or three work areas selected according to the individual's interests, attitudes and abilities. Up-grading will continue with classroom instruction closely related to job training. At the end of this final year, an attempt will be made to place these pupils in suitable employment.

From the initial experience in occupational programming, it was concluded that this program provided meaningful training for some students that could not be met by the regular school program.

SELECTION AND PLACEMENT SERVICES

Selection and Placement Officers offer an important part of the total service rendered in the Vocational Education program. They assist in developing special vocational courses within the District and in the selection and administration of the apprenticeship training program. These officers are the official representatives of the National Employment Service within the Territories.

Two hundred and thirty-one persons attended vocational courses in the Mackenzie District during the 1965-66 school year. An additional 109 persons were enrolled in vocational courses in the provinces, 25 of whom chose apprenticeship training. In the District, 31 persons were enrolled in 11 apprenticeship courses.

There were 440 job placements during 1965-66 distributed as follows:

Inuvik 190 Yellowknife 159 Fort Smith 91

Trainees for Electrical Power Plant Operation

Learning to use the cold chisel and hammer

ADULT EDUCATION

NEW POSITIONS

A major breakthrough came in the adult education field with the addition of four positions for staff in the Mackenzie District to be appointed in 1966-67. A District Superintendent of Adult Education and a Supervisor for each Region will be added to the education staff. This will make it possible to develop an adult education program based on the needs of the people and provide continuity in programming.

COURSES

Fourteen communities reported courses for adults, three in the Fort Smith Region, four in the Inuvik Region and seven in the Yellowknife Region.

There was a total of 28 courses given during the 1965-66 school year. Ten of the courses were in phases of homemaking and varied from three to five months in length and two to six hours per week. Five of the courses were educational up-grading in typing, shorthand, bookkeeping and secondary school subjects. Four related to vocational education in carpentry, welding and woodwork. Five other courses were presented to meet various special needs.

VOLUNTARY LEADERSHIP

Teachers and many other persons continue to provide leadership for adults on a voluntary basis.

Learning to sew.

Princess Alexandra School at Hay River gives an inkling of education trends in the Northwest Territories and Arctic Quebec.

This little girl is almost ready for school

Learning to speak, read and write a foreign language is the first major obstacle for most students. This can be a slow and frustrating process with teachers who speak only English or French.

In most cases it takes from two to three years to bridge the language gap – less time for the younger students.

Plans were approved in 1965-66 for a full-scale pre-school program throughout the Mackenzie and Arctic Districts.

Will there be a place for me?

SCHOOL STATISTICS

Arctic Education District

SCHOOL	No. Teachers	No. of Classrooms (1)		Spec.	Enrolment by Status (2)								Enrolment by Grade or Class (3)												Religion		Total Enr't
					Eskimo		Indian		Other																		
		Elem.	H.S.		M	F	M	F	M	F	VT	AU	1	2	3	4	5	6	7	8	9	10	11	12	RC	Prot.	
Arctic Bay	1	1			14	23			1				27	3	3	4	1									38	38
Broughton Island	2	2			26	25							22	14	6	6	3									51	51
Cape Dorset	4	4			41	41			2	3			23	23	23	12	3	2	1							87	87
Clyde River	2	2			24	10							21	11	2											34	34
Frobisher Bay	19	14	1	3	108	128			32	45		15	115	55	42	28	23	20	6	5	3	1			47	266	313
Grise Fiord	1	1			17	16							23	6	2	2										33	33
Igloolik	3	3			39	29				1			32	18	10	7	2								8	61	69
Lake Harbour	1	1			8	8							9	5	1	1										16	16
Padloping Island	1	1			8	10							6		9	3										18	18
Pangnirtung	4	4			43	54			5	2			76	8	17	2		1							2	102	104
Pond Inlet	3	3			38	29							26	19	8	10	3	1								67	67
Resolute Bay	2	2			16	16				1			8	7	10	5	1	2								33	33
Chesterfield Inlet	5	5			59	65							32	15	27	36	9	5							124		124
Baker Lake	5	5			49	48			5	4			33	24	18	14	10	7							7	99	106
Churchill Vocational	13	5		7	89	68					157														30	127	157
Coral Harbour	3	3			18	28							15	15	9	4	3								12	34	46
Eskimo Point	4	4			44	45			2	2			26	23	17	16	10		1						32	61	93
Rankin Inlet	5	4		1	37	39			5	6			26	13	21	15	10	2							71	16	87
Whale Cove	2	2			20	18			4	2			19	7	7	4	1	4	1	1					23	21	44
Belcher Island	1	1			12	7							9	6	4											19	19
Port Burwell	1	1			8	11			2				20	1											2	19	21
Fort Chimo	7	6	1		51	59	2	1	9	6			24	25	30	18	16	3	5	4	2	1			2	126	128
George River	2	2			16	24			3	1			26	14	3	1										44	44
Great Whale River	9	7		2	86	57	19	15	3	3	9		69	51	18	15	12	9								183	183
Ivuyivik	1	1			11	14							6	1	9	6	3									25	25
Koartak	1	1			10	11							12	9												21	21
Payne Bay	2	2			23	22				3			8	9	11	9	9	2								48	48
Port Harrison	3	3			35	41			4				49	10	6	7	1	6	1						1	79	80
Povungnituk	5	5			71	58			3				58	24	24	16	6	2	1	1						132	132
Wakeham Bay	2	2			23	16							15	18	6										10	29	39
Sugluk	3	3			31	29				2			24	21		7	9		1							62	62
Total Arctic	117	100	2	13	1075	1049	21	16	80	81	166	15	859	455	343	248	135	66	17	11	5	2			371	1951	2322

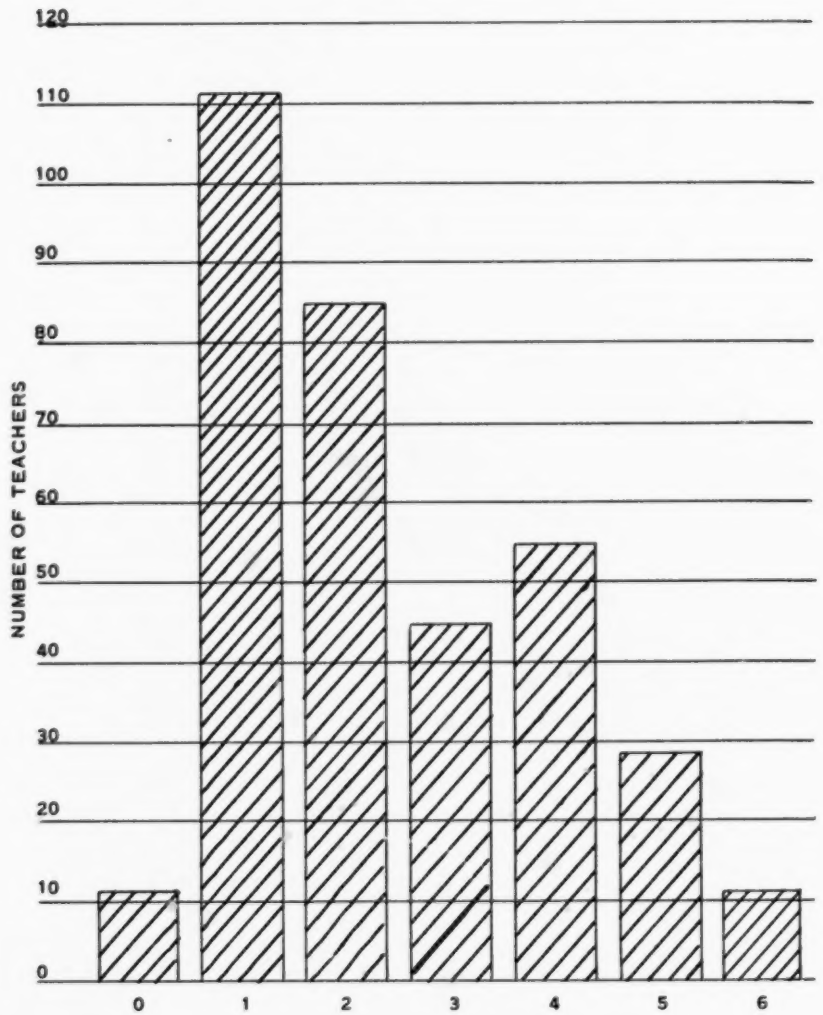
SCHOOL	No. Teachers	No. of Classrooms (1)		Spec.	Enrolment By Status (2)								Enrolment by Grade or Class (3)												Religion		Total Enr't
		Elem.	H.S.		Eskimo		Indian		Other																		
					M	F	M	F	M	F	VT	AU	1	2	3	4	5	6	7	8	9	10	11	12	RC	Prot.	
Aklavik	7	5	1		34	33	9	14	25	19			38	9	16	22	8	22	12	7					16	118	134
Cambridge Bay	3	3			25	26			5	4			25	10	14	5	3	3							5	55	60
Coppermine	4	4			42	47			2	7			40	18	18	14	4	4							11	87	98
Discovery	1	1							5	5			1	2	2		2	1	1		1				5	5	10
Fort Franklin	4	3	1				36	49					29	7	12	14	12	6	3	2					85		85
Fort Good Hope	2	2					16	21	5	2			13	7	6	5	8	5							44		44
Fort Liard	1	1					12	9	2	2			12		4	5	2	2							21	4	25
Fort McPherson	9	7	1		2	1	42	73	15	25			30	33	14	18	21	11	21	10					2	156	158
Fort Norman	2	2					15	18	8	6			21	9	2	7	3	5							45	2	47
Fort Providence	4	4		1			25	36	12	9			19	9	7	13	11	8	6	9					82		82
Fort Resolution	7	5	1				22	18	48	58			23	31	28	18	12	16	12	6					145	1	146
Fort Simpson	18	11	5	5	23	10	84	107	57	44			82	40	43	32	44	31	23	17	13				229	96	325
Fort Smith	38	21	9	12	6	1	95	104	254	227		106	78	82	63	55	59	59	38	29	39	38	19	22	519	168	687
Gjoa Haven	2	2			17	17							17	5	9	2	1								15	19	34
Hay River	16	6	6	6			3	4	149	136			22	26	33	30	29	29	27	29	18	24	17	8	40	252	292
Hay River/Sep	8	5	2	3			8	18	83	92			45	23	32	26	21	14	16	14	10				190	11	201
Holman Island	2	2			15	21			2	2			27	5	4	2	2								3	37	40
Inuvik	50	25	15	7	187	179	55	63	213	221	11		242	92	97	84	76	67	63	42	51	42	32	19	345	573	918
Jean Marie River	1	1					4	9					4	3	2		3	1							13		13
Nahanni Butte	1	1					12	11					6	5	2	6	3		1						23		23
Norman Wells	1	1							13	11			5		6	4	4	4	1						6	18	24
Pelly Bay	1	1			10	8							9	3	3	1	2								18		18
Pine Point	3	3							37	27			13	13	9	10	8	4	6	1					13	51	64
Rae	4	4					49	46	11	7			55	15	16	14	1	6	3	3					111	2	113
Reindeer Station	1	1			6	7							1	2	4	3	1	2								13	13
Snowdrift	1	1					21	15					16	7	8	5									36		36
Spence Bay	2	2			13	21							24	2	3	3	2								4	30	34
Tuktoyaktuk	6	5	1	2	54	43	2	1	2	3			31	19	17	20	8	4	4	2					27	78	105
Tungsten	2	2							12	19			6	5	3	2	5	3	4	3					2	29	31
Wrigley	1	1					7	10					3	7	3		4								14	3	17
Yellowknife	26		10	14	17	17	32	30	87	62	109			-							59	46	31		101	144	245
Yellowknife/Pub	23	15	5						229	204			56	58	58	52	49	48	49	30	33				22	411	433
Yellowknife/Sep	16	8	7	1	3	6	25	14	126	129			65	60	32	33	19	22	17	21	15	8	8	3	296	7	303
Total Mackenzie	267	155	64	51	454	437	574	670	1402	1321	120	106	1058	607	570	505	427	377	307	225	180	171	122	83	2488	2370	4858

EMPLOYMENT OF TEACHERS FOR THE SCHOOL YEAR 1965–66

TEACHING CERTIFICATES HELD

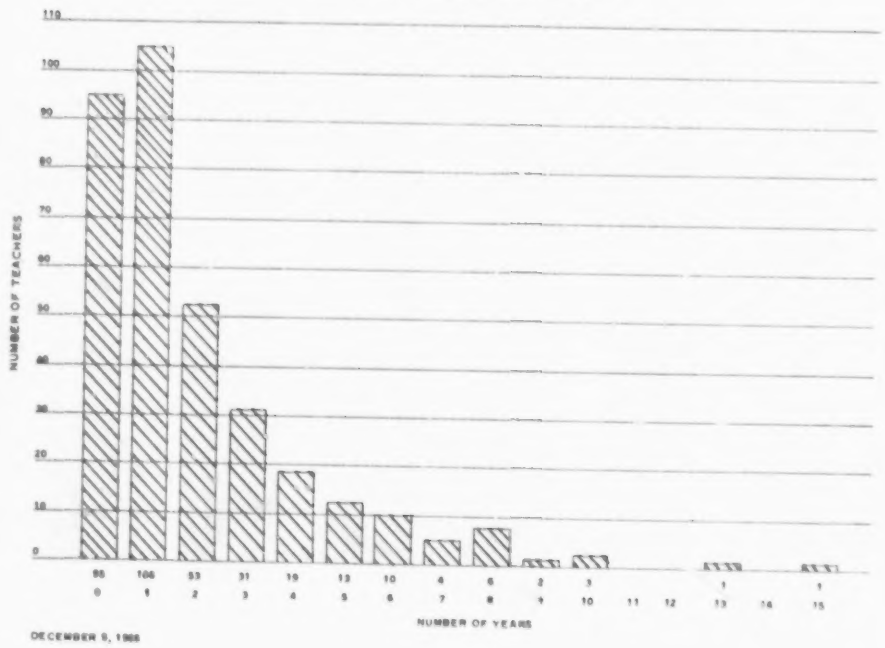
Issuing Province	Number
British Columbia	25
Alberta	48
Saskatchewan	79
Manitoba	51
Ontario	61
Quebec	5
New Brunswick	11
Nova Scotia	20
Prince Edward Island	2
Newfoundland	5
Other Countries	37

QUALIFICATIONS OF TEACHERS EMPLOYED IN THE NORTHWEST TERRITORIES DURING SCHOOL YEAR 1965-66



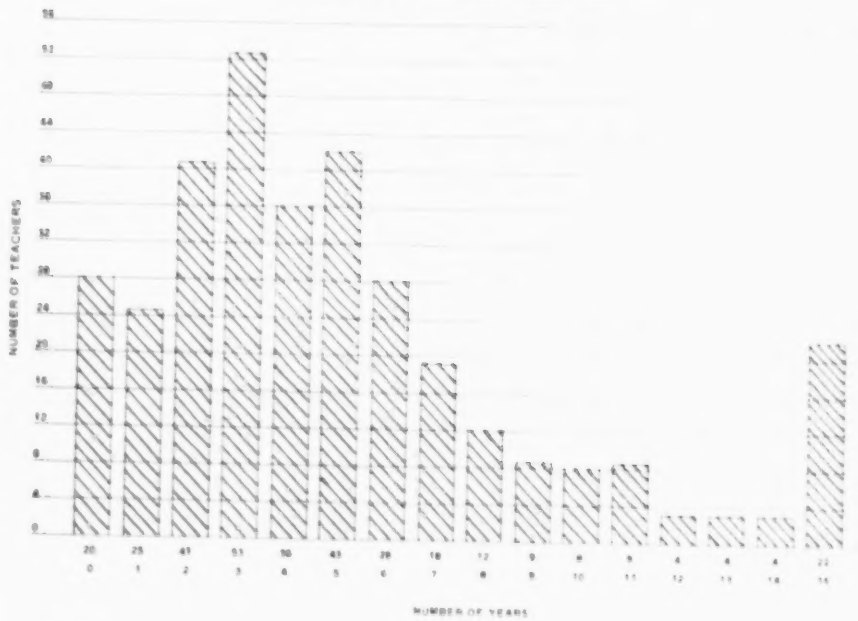
DECEMBER 5, 1966

TEACHERS' TEACHING EXPERIENCE INSIDE
THE NORTHWEST TERRITORIES TO JUNE 1966



DECEMBER 9, 1966

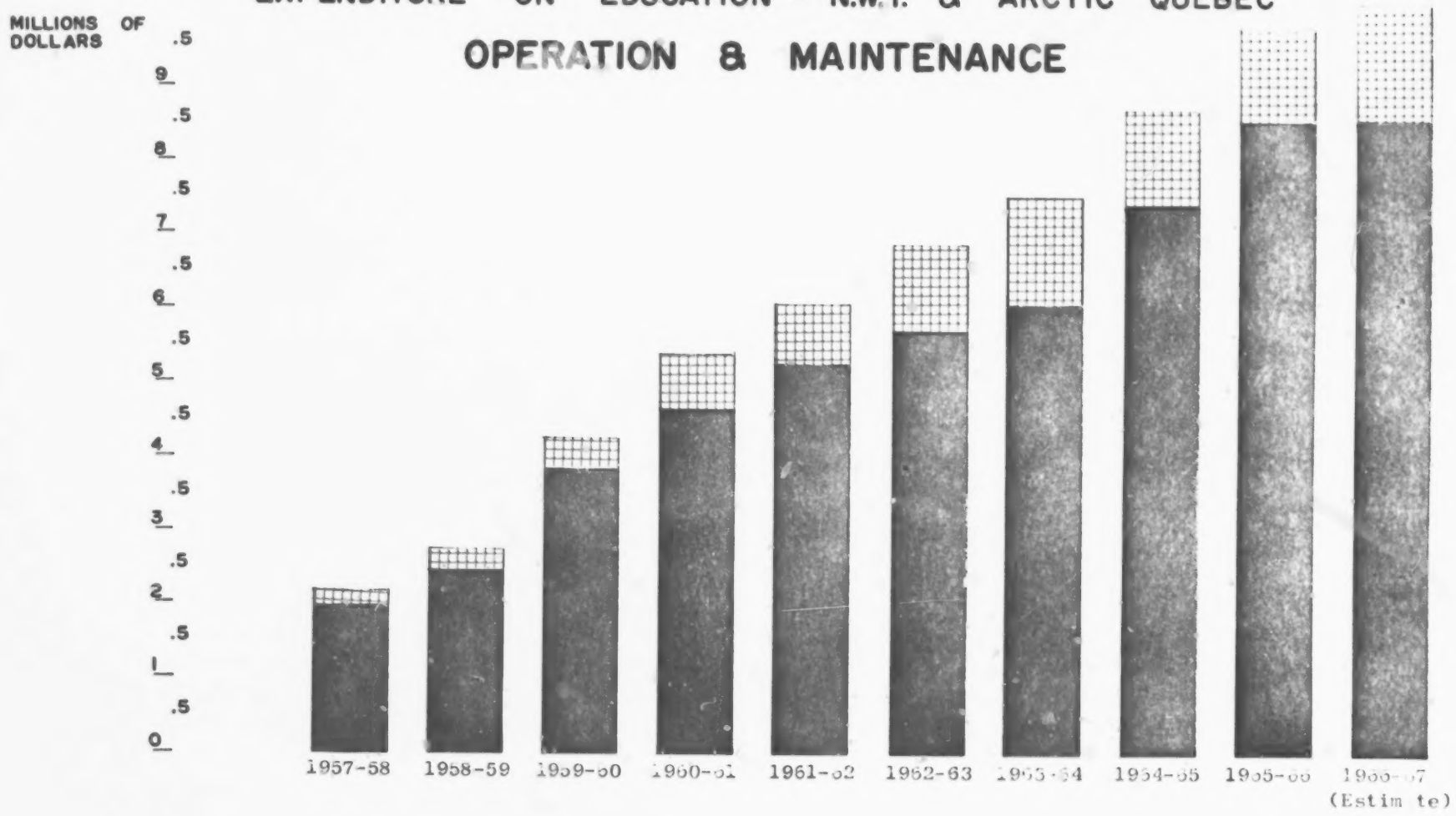
TEACHERS' TEACHING EXPERIENCE OUTSIDE
THE NORTHWEST TERRITORIES TO JUNE 1966



DECEMBER 5, 1966

EXPENDITURE ON EDUCATION — N.W.T. & ARCTIC QUEBEC

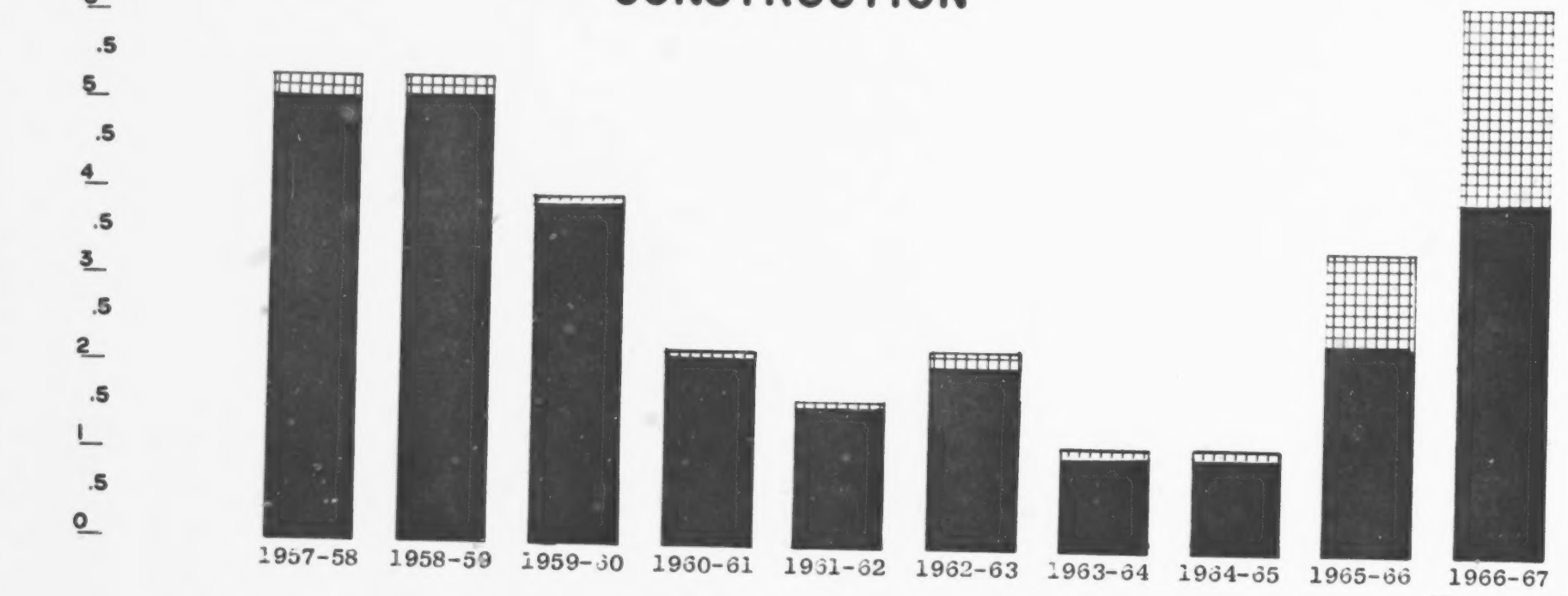
OPERATION & MAINTENANCE



	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Estimate)
FEDERAL	1,994,999	2,424,120	3,793,361	4,693,725	5,393,140	5,639,133	6,085,744	7,010,912	7,982,144	8,329,200
N.W.T.	174,297	294,032	444,192	642,035	709,687	1,140,180	1,202,000	1,420,000	1,440,000	1,845,000
TOTAL	2,169,296	2,718,152	4,237,553	5,333,760	6,102,827	6,779,313	7,287,744	8,430,912	9,422,144	10,174,200
FEDERAL	92%	89%	89%	88%	88%	83%	84%	83%	85%	82%
N.W.T.	8%	11%	11%	12%	12%	17%	16%	17%	15%	18%

EXPENDITURE ON EDUCATION — N.W.T. & ARCTIC QUEBEC

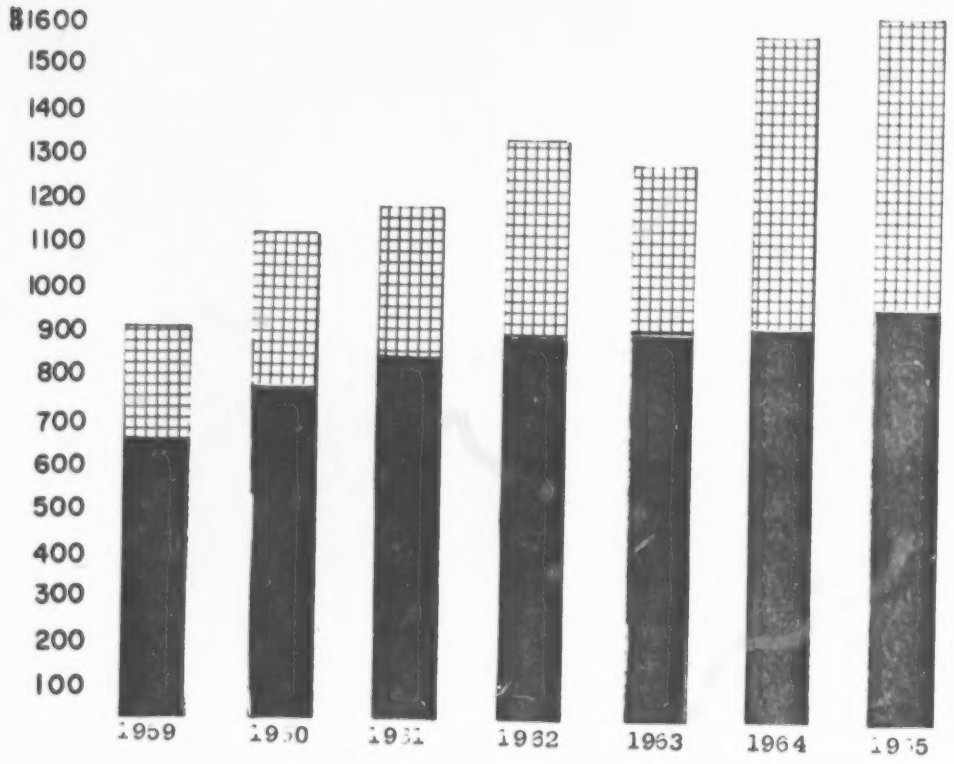
CONSTRUCTION



	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67 (Estimate)
FEDERAL	5,036,987	5,049,486	3,910,314	2,240,514	1,601,884	2,142,614	1,152,528	921,175	2,243,441	4,514,300
N.W.T.	502,571	458,726	87,925	7,163	47,796	305,436	36,920	168,864	570,386	2,603,300
TOTAL	5,539,558	5,508,212	3,998,239	2,247,677	1,649,680	2,448,050	1,189,448	1,090,039	2,813,827	7,117,600
FEDERAL	91%	92%	98%	99%	97%	88%	97%	85%	80%	63%
N.W.T.	9%	8%	2%	1%	3%	12%	3%	15%	20%	37%

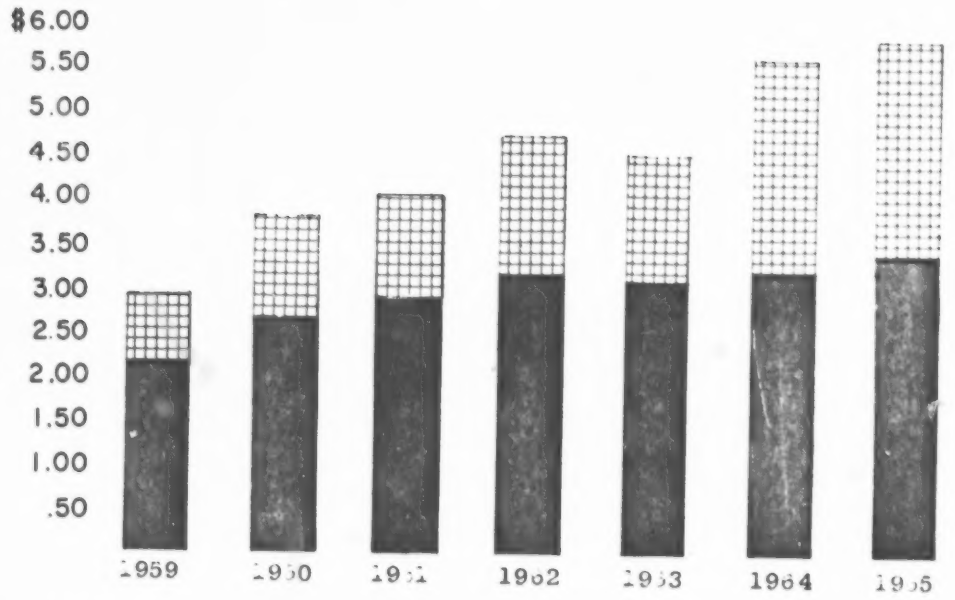
OPERATING COSTS FOR PUPIL RESIDENCES — N.W.T. & ARCTIC QUEBEC

PER PUPIL PER ANNUM



	1959	1960	1961	1962	1963	1964	1965
	$ 256	$ 344	$ 336	$ 438	$ 387	$ 655	$ 607
	$625	$ 744	$818	$838	$ 893	$ 879	$ 931
	$881	$1,088	$1,154	$1,306	$1,280	$1,534	$1,538

PER PUPIL PER DIEM



	1959	1960	1961	1962	1963	1964	1965
DIRECT COSTS	$ .85	$ 1.21	$ 1.11	$ 1.58	$ 1.40	$ 2.39	$ 2.51
CONTRACT COSTS	$2.03	$ 2.61	$ 2.91	$ 3.14	$ 3.12	$ 3.20	$ 3.58
	$2.91	$ 3.82	$4.02	$ 4.72	$ 4.52	$ 5.59	$ 6.09

DIRECTORY OF TEACHERS AND OTHER PROFESSIONAL EDUCATION PERSONNEL

NORTHERN ADMINISTRATION BRANCH

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1965–66

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Ottawa, Ontario.

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Assistant Chief, Education Division

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Head, Vocational Education Section

Mr. F.A. McCall,
Head, School Administration Section

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Vocational Education Section

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Mr. J.L. Caverhill, B.Sc. Ed.,
Industrial Arts Supervisor,
Vocational Education Section

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Home Economics Supervisor,
Vocational Education Section

Mr. I.E. FitzPatrick, M.A., B.Ed.,
Acting Head,
Curriculum Section

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Curriculum Specialist,
Curriculum Section

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Curriculum Section

Mr. G. H. Needham, B.A.,
Curriculum Specialist,
Curriculum Section

Miss S.M. Smith,
Curriculum Specialist,
Curriculum Section

Miss M.E. Sutherland,
Curriculum Specialist,
Curriculum Section

Mr. D.K.F. Wattie, M.A., M.Ed.,
Curriculum Specialist,
Curriculum Section

Miss B.E. Worthington, B.H.Ec., M.A.,
Home Economics Supervisor,
Vocational Education Section

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	Mr. R.F. Ritcey, District Superintendent of Vocational Education		Miss M. McDowell, B.Sc., Community Teacher-at-Large (Home Economics)
	Mr. W.G. Booth, B.A., B.Ed., M.Ed., Regional Superintendent of Schools	Keewatin Region Education Office, Churchill, Manitoba	Mr. R.L. Graves, B.A., B.Ed., Regional Superintendent of Schools
	Mr. A.D. Simpson, B.A., Adult Education Supervisor		Mr. R. Fewster, Selection and Placement Officer
	Mr. W.I. Mouat, B.A., Principal-at-Large		

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Whale Cove School, Whale Cove, N.W.T. via Churchill, Manitoba	Mrs. V.P. Evenson, B.Ed., (Principal) Mr. W. Jenkins, B.A.,

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Cape Dorset School, Cape Dorset, N.W.T.	Mr. B.W. Lewis, B.A., (Principal) Mrs. D.P. Cook Mr. K.V. Cook Miss D.F. Piluk
Clyde River School, Clyde River, N.W.T. c/o Eastern Arctic Patrol, Ottawa	Mr. G.D.G. Garrity (Principal) Mrs. P.M. Garrity, B.A.,
Sir Martin Frobisher School, Frobisher Bay, N.W.T.	Mr. W.W. Buell, B.A., B.Ed., (Principal) Mr. J.A. Hammersmith, (Assistant Principal) Miss M.C. Allen Mrs. B. Barbour Miss B.M. Bevington, B.Sc., (Home Economics) Miss E.M. Edgecombe Mrs. S.L. Hammersmith Miss M. Hokanson Mr. L.A. Hodgins Mrs. P.M. Hodgins Miss R.E. Morbin Mr. C.H. McCleary, B.A., B.Ed., Mr. S.H. Rowan, B.A., M.Sc., Mrs. O. Sargent Mrs. E.H. Von Hollen, B.Ed., Mr. R.G. Watters, B.A.,
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Grise Fiord School, Grise Fiord, N.W.T. c/o Eastern Arctic Patrol, Ottawa	Mr. R.E. Cousins
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Pond Inlet School, Pond Inlet, N.W.T. c/o Eastern Arctic Patrol, Ottawa	Mr. D.M. Davies (Principal) Miss M.R. Cook Mrs. B.L.D. Davies
Resolute Bay School, Resolute Bay, N.W.T.	Mr. R. Harrison

Belcher Islands School, Belcher Islands, N.W.T. via Great Whale River, P.Q.	Mr. M.C. Sutton
Fort Chimo School, Fort Chimo, P.Q.	Mr. R.E. Hodgkinson (Principal) Mr. D.E.H. Carter Mrs. P.A. Carter Mr. K.J. Crassweller Mr. G.Z. Diveky Mrs. C.J. Hodgkinson (Home Economics) Mr. E.P. Lawton Mrs. P.J. Lawton
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Great Whale River School, Great Whale River, P.Q.	Mr. F.S. Ellis (Principal) Miss S.A. Brown (Home Economics) Mrs. C.E. Ellis Mr. G.A. Forth Mr. C.H. Herron (Industrial Arts) Mrs. L.H. Herron Mrs. J.A. Forth Mr. C.E. Reid Mr. S. Zazelenchuk
Iyuyivik School, Iyuyivik, P.Q. via Moosonee, Ontario	Mr. P.J. Balt
Koartak School, Koartak, P.Q. c/o Eastern Arctic Patrol, Ottawa	Mr. D. Wiebe
Payne Bay School, Payne Bay, P.Q. c/o Eastern Arctic Patrol, Ottawa	Mr. G.G. Gill (Principal) Mr. H. Neudorf
Port Burwell School, Port Burwell, N.W.T. via Fort Chimo, P.Q.	Mr. H.P. Duttle
Port Harrison School, Port Harrison, P.Q.	Mr. M.E. Schorn, B.E. (Principal) Mrs. A. Coles Miss N.Y. Nakashima
Povungnituk School, Povungnituk, P.Q.	Mr. J.R. Witty (Principal) Miss H.G. Lee Mrs. J. Schmilnitzsky Mrs. H.M. Quarterman Miss J.I. Van De Velde
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Wakeham Bay School, Wakeham Bay, P.Q. c/o Eastern Arctic Patrol, Ottawa	Mr. A.C. Wynne (Principal) Mrs. D.P. Wynne

N.B.
Degree qualifications shown may not be up to date.

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Fort Smith, N.W.T.

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District Superintendent of Schools

Mr. G.F. O'Neill,
District Superintendent of
Vocational Education

Mr. E.J. Oberst, B.Ed.,
Community Teacher-at-Large
(Audio-Visual)

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Fort Smith Region,
Education Office,
Fort Smith, N.W.T.

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Regional Superintendent
of Schools

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M. Ed., Principal-at-Large

Miss M.G. McMillan, B.Ed.,
Community Teacher-at-Large

Mr. G. Whiting,
Selection and Placement Officer

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Fort Liard, N.W.T.

Mr. G. R. Smith

Fort Providence School,
Fort Providence, N.W.T.

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Miss M.E. Nyuli
Mr. W.W. Nyuli

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Fort Resolution, N.W.T.

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(Principal)
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Miss T. Callaghan
Miss J.P. Dempsey
Miss B.M. Despins
Mr. J.A. Hails
Miss M.Y. Perreault

Thomas Simpson School,
Fort Simpson, N.W.T.

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Mr. R.N. Goodwin
(Assistant Principal)
Sister M.A. Bisson
Mrs. G.J. Button
Mr. W.S. Button (Industrial Arts)
Mr. J.E. Carrol
Mr. H.R. Engbers
Mrs. S. Fairbrother
Miss M.J. Gillies
Mrs. N. Hietala
Miss G.S. Kowal
Mr. C.B. McLain, B.Sc., (Ed.)
Sister M. Monchamp
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(Home Economics)
Miss A.T. Pepin
Mrs. S.M.J. Schneider
Miss B.M. Stock, B.A., B.Ed.
Mr. C.J.M. Tiernan

Joseph Burr Tyrrell School, Fort Smith, N.W.T.	Mr. F. Frey, B.A., B.Ed., (Principal) Miss M.L. McGarrigle, B.Sc., (Assistant Principal) Sister V.R.C[illegible]ika Mrs. M. Bird Sister T. Chaput Mr. W. Chorney Mr. D.F. Clarkson Miss M.E. Davies Miss W.A. Edmondson Miss R.M. Eisner Mr. R.L. Ewashen, B.Sc., Miss M.K.E. Ferguson Mr. E.F. Fullerton (Industrial Arts) Father D.P. Froetch, B.A., M.A. Mr. A.R. Gagne Sister C. Gagnon, B.Ed., Mr. C.E. Galay Mr. W.J. Girard, B.A., B.Ed., Mr. F.O. Goodman Mr. J.P. Grimard, B.A., B.Ed., M.Ed., Mrs. M.E. Healy Mr. V.D. Hoffman, B.Sc., Miss M.A. Lalonde Miss M.A. Macdonald Miss T.B. McLaughlin Mr. S.G. Muise, B.A., B.Com., Miss E.R. Munroe, B.Sc., B.Ed., Mr. K.P. O'Brien Miss C.M. Pajot Mr. R.B. Patsula, B.Sc., B.Ed., Mr. D.J. Rafferty, B.A., B.Ed., Mrs. F.M. Rangongo, B.A., M.Ed., Miss J.C. Ryan Miss R. Shopa, B.Ed., Mr. J.W. Stockal Mr. H. Suchan Mr. R.G. Tompkins, B.A., Miss J.F. Wright
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Hay River Federal School, Hay River, N.W.T.	Mr. N.L. McCowan (Principal) Mr. J.M. Scott, (Assistant Principal) Mr. A. Ambedian Miss M.E. Arnold Mr. E.G. Blackwood Mrs. A.J. Cambridge Mrs. G.M. Collins Mr. W.E. Dindial, B.A., B.Ed., Mr. J.E. Duvall Mr. D.D.W. Gamble, B.A., Mrs. D.A. Mansell, B.Sc., (Home Ec.) Miss D.G. Mansell Mr. G.A. Mansell Mr. L.H. McLennan Mr. J.P. Romaine, B.Ed., Miss C. Young
Jean Marie River School, Jean Marie River, N.W.T.	Mr. P.W. Egan
Nahanni Butte School Nahanni Butte, N.W.T.	Mr. J.J. Talbot
Flat River School, Tungsten, N.W.T. Via Watson Lake, Y.T.	Mr. S.G. Dyke (Principal) Miss M.H. Scott

Inuvik Region Education Office,
Inuvik, N.W.T.

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Acting Regional Superintendent of Schools
Miss D.M. Potter,
Community Teacher-at-Large
Mr. D.H. Miller,
Selection and Placement Officer

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Aklavik, N.W.T.

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(Principal)
Mrs. J.A. O'Brien
Mr. T.M. O'Brien, B.Ed.,
Miss E.M. Peach
Miss A.M. Pich
Mr. T.B. Rose
Mr. A.B. Wiebe

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Fort Franklin, N.W.T.

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Miss M.W. Morris
Mrs. M.E. Robinson

Fort Good Hope School,
Fort Good Hope, N.W.T.

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Miss F. Briand

Peter Warren Dease School,
Fort McPherson, N.W.T.

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Mr. M.G. Wiggins

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Fort Norman, N.W.T.

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Miss S. Webb

Holman Island School,
Holman Island, N.W.T.

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(Principal)
Miss M.R. Benjamin

Sir Alexander Mackenzie School,
Inuvik, N.W.T.

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Mr. F. J. North,
(Assistant Principal)
Mr. E.G. Duggan,
(Assistant Principal)
Mr. W.M.F. Adam
Miss I. Baxter,
(Home Economics)
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Mr. J.F. Blewett, B.A.,
Mrs. M.L. Butters
Mrs. H. Carnie
Mrs. M.M. Carruthers
Sister F. Côté
Mr. D.R. Crane (Industrial Arts)
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Miss M.T. Doyle
Mr. W.O. Ferguson, B.A.
Miss D.J.A. Funk
Mrs. M.A. Geisthardt
Mr. M.R. Geisthardt
Mrs. S.E. Gelinas
Mr. T.W. Guthrie, B.A., B.Ed.,
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Mr. C. McFarlane
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Miss M.A. Moore, B.Sc.,
Miss M.J. Moore

Sir Alexander Mackenzie School, Inuvik, N.W.T.	Mr. E.O. Radcliffe, Mr. T.K. Robson Mr. J.D. Ross, B.Ed., Miss L.O. Ross Mr. R.A. Roy Mrs. A.I. Schultz Mr. L.A. Schultz Miss M.A.Y. Tailleur Miss B. Toole, B.Ed., Miss A.E.E. Weir, B.A., Miss I.A. Wozak Mrs. H.M. Wright	Norman Wells School, Norman Wells, N.W.T.	Mrs. E.E. Shaw
		Reindeer Station School, Reindeer Station, N.W.T.	Mr. B.C. Thomas
		Tuktoyaktuk School, Tuktoyaktuk, N.W.T.	Mr. J.H. Harrison, B.Ed., (Principal) Mr. L. Bakker Mrs. E. Cullen Mrs. M. Delany, B.Ed., Mrs. B. Kushniruk Miss J.L. Millar

YELLOWKNIFE REGION

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		Spence Bay School, Spence Bay, N.W.T.	Mr. C.W. Craig (Principal) Mrs. Jo-Anne M.E. Craig
Cambridge Bay School, Cambridge Bay, N.W.T.	Mr. R.C. Burron, B.Paed., (Principal) Mrs. N.E. Burron Mrs. R.E. Jones, B.A.,	Sir John Franklin School, Yellowknife, N.W.T.	Mr. E.A. Maglio, B.Ed., M.A., (Principal) Mr. A.J. Dyer, B.Ed., (Assistant Principal) Miss J.M. Beynon, (Home Economics) Mr. A.W. Bezeau, B.A., Mr. R.W. Campbell Mr. F.C. Dorrance, M.Ed., Mr. T.B. Farrelly Mr. G.J. Franklyn, B.A., M.Ed., Mr. A.S. Frodsham, B.A., B.Ed., Mr. F.G. Gonda, B.A., B.Ed., Mr. R.E. Johns Mr. D.A. Leck Mr. N. Mather Mr. A.J. McCallum Mr. J. McGaughey Mr. M.A. McGrath, B.Ed., Mr. L.M. McLennan Mr. M.E. Olynyk Mr. E.W. Overbo, B.Sc., B.Ed., (Mining) Miss S.L. Whittal, B.A., Mr. H.G. Wiebe, B.Sc., Miss E. Zacharias, B.Sc., B.Ed.,
Coppermine School, Coppermine, N.W.T.	Mr. D.G. Leary (Principal) Miss H.H. Gordon Mrs. H. Howard Mr. J.H. Mackenzie		
Discovery Yellowknife Mine School, Yellowknife, N.W.T.	Miss E.I.N. Hall, B.A.,		
Gjoa Haven School, Gjoa Haven, N.W.T.	Mr. J.W. Eades (Principal) Mrs. E.A. Eades		
Pelly Bay School, Pelly Bay, N.W.T.	Miss D.M. Koenig		
Pine Point School, Pine Point. N.W.T.	Mr. K.J. Hermanrud, B.A., B.Ed., Mrs. D.H. Morrison, B.A., B.Ed., Mrs. G.A. Turnbull		
Rae School, Rae, N.W.T.	Mr. S.J. Miltenberger, B.A., (Principal) Miss C. Armstrong Mr. R.G. Mazer Miss R.M. Monette Miss L.C. Norgaard		

DIRECTORY OF TEACHERS EMPLOYED BY SCHOOL DISTRICTS IN THE

NORTHWEST TERRITORIES 1965-66

YELLOWKNIFE SCHOOL DISTRICT #1

Yellowknife Public School, Yellowknife, N.W.T.

Mr. W.B. Shaw, B.Ed., (Principal)
Mrs. Lois Avery
Miss Shirley Bilawchuk
Mr. Alex Demello, B.A.,
Mrs. Gwyneth Dunn
Mr. James Eis
Mrs. J.E. Filewych
Mrs. Eileen Fizer
Mrs. Marjorie Giles
Miss Mary Horoshko
Mr. Robert Jenkins
Mrs. Arlene Johns
Mrs. Nancy Kapicki
Mrs. Mary Kelly, B.S.,
Miss G.E. Mackie
Mrs. Carole McLennan
Mr. Walter M'Lot, B.P.E.,
Mrs. Lois Pattison
Mrs. Margaret Robinson
Mrs. Verna Rokovetsky
Miss Grace Short
Miss Betha Stock
Mrs. Mary Tricker

YELLOWKNIFE SCHOOL DISTRICT #2

St. Patrick's Roman Catholic School, Yellowknife, N.W.T.

Sister M. Isidore, B.Ed., (Principal)
Sister M. Clement, (Elementary Principal)
Miss Laurel Andrist
Miss Gwendoline Angelo, B.T., B.A.,
Miss Florence Carroll
Miss Elizabeth Collins
Mrs. Simone J. Dagenais, A.T.C.M.,
Miss Bernadette Dery
Mrs. Marianne Fiendell, B.A.,
Miss Monica Franklyn
Miss Valerie Huestis
Miss Simone Lafrance
Miss Anita MacDonald
Miss Elizabeth O'Brien
Mr. Wilfred Schidlowsky

HAY RIVER SCHOOL DISTRICT #3

St. Paul's Roman Catholic School, Hay River, N.W.T.

Sister Mary Pouliot (Principal)
Mrs. Sylvia Marian Boyer
Mrs. Ann Ceasar
Sister Pauline Lemire
Mr. Frank Martens
Mrs. Lucienne Martens
Mrs. Irma May Miron
Mr. Peter Mutsaers
Sister Aurice Normandeau
Mr. Daniel Poirier

N.B.
Degree qualifications shown may not be up to date.